



REDUCED TIMETABLES FOR PUPILS

1. When can we use reduced timetables for pupils?

There must be exceptional circumstances for Place Farm Primary Academy to decide to move to a reduced timetable for an individual pupil. As pupils of compulsory school age are entitled to a full-time education, reduced or part-time timetables are only allowed in exceptional circumstances, where:

- There is a specific need for a pupil, for example a medical condition prevents them from attending full-time education and a part-time timetable is part of a planned re-integration
- It is on a temporary basis, stating when they are expected to return to school full time. A reduced timetable must not be a long-term solution

This is explained in Department for Education (DfE) guidance on school attendance, see page 19.

Headteachers must decide what these exceptional circumstances are. In doing so, the headteacher must justify:

- Why the pupil is not able to receive full-time education
- That this decision is in the best interests of the pupil

Professionals at Place Farm Primary Academy are aware that:

- A reduced timetable is not:
- A fixed-term exclusion, so you must record it as an authorised absence
- The same as [flexi-schooling](#) (a combination of school attendance and home schooling)

The threat of exclusion must never be used to influence parents/carers to remove their child from school



2. What is the 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. DfE guidance states that in very exceptional circumstances there may 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 and a reduced package is considered as part of a reintegration 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.

3. Safeguarding

Keeping Children Safe in Education (DfE, 2024) 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. 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.

At Place Farm Primary Academy we consider our pupils' needs before deciding about a reduced timetable. We complete a risk assessment for all pupils considered for a reduced timetable, but especially if we have concerns about their welfare. This includes (but is not limited to) if they're identified as a child who's 'in need' or 'looked after', or they're involved in/vulnerable to:

- Child Sexual Exploitation
- Substance misuse
- Self-harming
- Radicalisation
- Other potential abuse
- Criminal activity

The Designated Safeguarding Lead is involved in any decisions, as are relevant external professionals.



The school must be totally satisfied that suitable arrangements are in place to ensure that the safeguarding and care of the pupil during the period when they would otherwise have been expected to be in school and secure agreement from the parents/carers about who is responsible for the welfare of the student for the sessions in question.

4. How do we assess the Risk?

Completing a risk assessment which addresses any actual or potential safeguarding, welfare, offending or harmful behaviour concerns that may result from a change in the pattern of school attendance is essential. The Unity Schools Partnership's risk assessment is included as Appendix 1. This is not prescriptive, and the school will add to the risk assessment based on the individual needs of the pupil concerned.

When assessing risk, we will follow the five steps identified by the Health and Safety Executive:

Step 1: Identify possible hazards

Step 2: Decide who may be harmed and how

Step 3: Evaluate the risks and decide on precaution

Step 4: Record your findings and implement them

Step 5: Regularly review your assessment and update as necessary

The risk assessment should include the safety and well-being of the pupil as well as the risk of the pupil engaging in criminal activity or substance misuse whilst not in receipt of education during the school day. Consideration must be given to the safety and well-being of the child as well as the entitlement to full-time education; the welfare of the child is paramount. These factors must be considered when undertaking a risk assessment:

- The child is 'looked after' by the local authority (Social Care must be consulted)
- The child is subject to a Child in Need or Child Protection Plan – or concerns (Social Care must be consulted)
- The risk of the child/young person to CSE as this will increase their vulnerability
- The risk of the pupil engaging in criminal activity (Police / Youth Offending Team should be consulted in the case of known offenders)



- The risk of substance misuse (Substance Misuse Service should be consulted in the case of known substance misusers) while not in receipt of education during the school day
- The risk of radicalisation is something schools should always consider, vulnerability to this is increased as the child / young person may become more accessible, but also isolated and disengaged and therefore susceptible to being groomed.

The school also needs to:

- Ensure that where pupils have an EHCP, the relevant Local Authority SEN Service is involved to ensure that the reduced timetable arrangement is in line with the EHCP requirements, or they are reviewed and amended where appropriate. A meeting with the Area SEN Officer should be convened to make the proposal known. The Local Authority must agree to the intervention and a reduced timetable must not interfere with additional support given to a pupil due to his/her educational needs.
- Take action to ensure that the impact of a reduced educational provision on travelling and transport arrangements does not discriminate against the pupil or impede their access to education.
- Ensure that arrangements for a reduced timetable do not discriminate against a pupil's access to free school meals.

5. What guidance is used when considering a reduced timetable?

At Place Farm Primary Academy, we believe that all pupils should be supported to achieve their full potential so that they can live 'Life in all its fullness', through our HOPE values. All pupils of compulsory school age are entitled to a full-time education. However, in very exceptional circumstances, at the headteacher's discretion, there may be a need for a temporary reduced / part-time timetable to meet a pupil's individual needs. This guidance note sets out our approach to these exceptional circumstances.

A reduced timetable will only be considered by the headteacher in the following very limited circumstances:

- Where a medical condition (physical or mental health) or family bereavement prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package;



- Where a pupil has a short-term medical condition (physical or mental health) or family bereavement that prevents full time attendance for a time-limited period;
- Where a pupil joining the school has significant needs and a reduced timetable would support his or her entry into the school and school routines (agreed in conjunction with the child's Local Authority, through the admissions process);
- In other very exceptional circumstances as agreed by the Headteacher.

A reduced timetable will not be used:

- As a disciplinary measure;
- As a form of fixed-term exclusion – all exclusions will be properly recorded in line with our Exclusions Policy and statutory guidance;
- As a long-term solution

6. What protocols take place prior to confirming a reduced timetable?

- An assessment of need (including wider needs and input from other agencies) will be carried out prior to a reduced timetable being agreed;
- A full risk assessment with the Safeguarding team (including a risk assessment of home and safeguarding) will be undertaken to evaluate the impact that a reduced timetable would have on the pupil;
- The objectives of any part-time timetable will be explained, and all relevant parties will be kept updated and informed;
- The parent/carer(s) and pupil (where appropriate) must consent to the proposed reduced timetable and agree a reduced timetable plan;
- Pupils will be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements should be made to ensure that the work is marked, assessed and that constructive feedback is given to the pupil. These arrangements will be set out in the reduced timetable plan;
- Parent/carer(s) must indicate within the reduced timetable plan how they will support the pupil's safety off site and how schoolwork will be supervised;
- The reduced timetable will be for a pre-agreed limited period and reviewed by the school weekly. The school will keep parent/carer(s) regularly updated.



7. Next steps for a child moved to a reduced timetable

The relevant SLT and Safeguarding lead will meet with the pupil and their parents/carers to discuss:

- Why this is believed to be the best course of action;
- What extra support the pupil will receive whilst at school;
- Expectations for the pupil when they're not at school:
 - What they'll be doing when they're at home during school time, including how they'll be expected to complete any work set;
 - Who the designated adult responsible for their care will be e.g., will an adult be available when the pupil is expected to be at home?
 - How they will travel to and from school
 - How they will access free school meals if they are entitled to them

During the meeting:

- Agree the review and re-integration dates
- Listen to and address any concerns that parents and pupils may have

The Reduced Timetable Plan (included in Appendix 2) will be completed for students with an agreed reduced timetable.

8. What happens if a pupil has an Education, Health & Care Plan (EHCP)?

A reduced timetable will only be used for a pupil with an Education, Health & Care Plan (EHCP) in very limited circumstances after careful consideration of all other options. A reduced timetable will only ever be agreed for a pupil with an EHCP when it is in their best interests. Where a reduced timetable is being considered for a pupil with an EHCP, the school will first convene an early annual review/interim review of the EHCP to consider other options/support, secure the agreement of both parent/carer(s) and the SEND caseworker and to ensure that all elements of the provision can be met through the reduced timetable arrangement.

We will do all we can before recommending a reduced timetable for a pupil with special educational needs (SEN) and/or a disability. This is because the school may be at risk of failing to have due regard to its responsibilities under the [Equality Act 2010](#). If a reduced timetable is recommended for a child with an EHCP, we will:



- Liaise with the educational psychologist;
- Make reasonable internal adjustments to lessons, the class learning environment and timetable;
- Review your SEN provision to uncover any unmet needs, especially if the student has got an education, health and care (EHC) plan;
- Contact our local authority SEN service.

This is advice from the National Association for Special Educational Needs ([nasen](#)).

9. What happens if a pupil has an on-going medical condition?

Where a pupil has an on-going medical condition, which necessitates missing more than 15 school days (or more than 30 sessions) because of the condition, consideration should be given to a referral to Hospital School. This decision should be made in accordance with their Individual Health Care Plan and following our aim to support pupils with medical conditions.

10. What happens regarding Looked After Children?

Looked After Children and Post Looked After Children are some of our most vulnerable pupils and therefore a reduced timetable will only be implemented in very limited circumstances, when all other relevant interventions have been tried. A reduced timetable plan will not be implemented without the agreement of the relevant Virtual School.

11. What happens regarding Children subject to a Child Protection or Child in Need plan?

Children in Early Help or open to social care may be placed at greater risk if placed on a reduced timetable. Therefore, any part-time arrangement will only be implemented in the most exceptional circumstances, when all other relevant interventions have been tried. A Reduced Timetable Plan will only be implemented following a multi-agency review meeting.



12. What happens regarding flexi-schooling?

A reduced timetable is different to flexi-schooling. 'Flexi-schooling' refers to a combination of school attendance and home education. Parent/carer(s) interested in teaching their children at home, either full-time or part-time should discuss these options with the school and local authority. Headteachers must consider requests for full-time home-schooling (working with the relevant local authority) but can refuse to allow part-time home-schooling (flexi-schooling). At Place Farm Primary Academy, flexi-schooling will not be agreed. In line with our commitment to all students, we also work closely with Havering local authority to try to avoid Elective Home Education.

13. How should attendance be recorded?

It is important that schools act to ensure that the DfE regulations in respect of attendance are correctly observed for pupils on a reduced educational provision. If in the circumstances the last resort means that there is an agreement with the parent/carer for a reduced timetable, then the school has agreed to a pupil being absent from school for part of the week or day. The register must therefore be recorded appropriately as authorised absence.

The registration codes applied will depend on the precise arrangements for providing education. Registration codes:

C Code

To be used when a pupil has a reduced educational provision that includes sessions which have been mutually agreed not to involve attendance at any other institution or supervised activity. The sessions agreed not to involve attendance should be recorded as authorised absence. 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.

B Code

To be used if the pupil is receiving off-site provision, approved by the school (including any work experience forming part of the aforementioned alternative provision). A pupil marked 'B' should be present at another institution or appropriately supervised activity agreed by the school. The school has established robust arrangements with other providers to promote the effective and timely sharing of individual pupil attendance



information, to ensure they fulfil their legal and safeguarding responsibilities and apply the correct registration codes.

W Code

To be used if a pupil, in the final two years of compulsory education, is attending an approved work experience placement and is otherwise attending sessions at school. Attendance monitoring arrangements should reflect those applied for off-site provisions as above.



14. How do we monitor and review a reduced educational provision?

The school is required to:

- Record the pupil's attendance, using the appropriate registration code in order that the school can monitor when the pupil began and ended their reduced educational provision;
- Establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff;
- Ensure effective communication with parents/carers and key professionals regarding progress towards the pupil's full re-integration to school;
- The school will work with the local authority and external professionals to monitor the reduced timetable as part of Inclusion and Attendance strategies.

15. Next steps after a reduced timetable

At Place Farm Primary Academy, we will review the child's provision regularly:

After two weeks:

- Decide whether the current needs of the pupil have changed.
- Look at the impact the reduced timetable has had on the pupil:
- How are they managing in school, have they met any targets that were set?
- How much education have they missed and what are the catch-up plans?
- Are transport arrangements to and from school suitable?
- Are they safe while at home?
- How is their mental health and well-being?

Following this review, the school may consider:

- Adjusting the original timetable
- Setting new targets for the next review
- Increasing the time the pupil is at school

After four weeks:

At this point, the focus will be on fully integrating the pupil back into school. With the pupil and their parents/carers, review the support plan:

- See whether there is a way you can reduce this



- Set re-integration targets (more on this below)

Return the pupil to full time provision as soon as you can. It is our expectation that all pupils will be back in full-time education within six weeks. When the pupil is ready to return to school full time, meet with:

- The SENCo: to review the provision the pupil has received and whether it is manageable to continue giving them this level of support full time;
- Staff: to find out if the pupil has met all expected targets and is ready to return to school full time, agreeing re-integration expectations.
- The pupil's parents/carers: to review your original concerns, review behaviour and attitudes while the pupil has been on a reduced timetable and discuss proposed re-integration expectations.

16. 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/carer and school, the number of hours spent in education are reduced for a time limited period (probably of no more than six weeks). The following points must be agreed prior to the reduced timetable commencing:

- The headteacher must agree a reduced timetable;
- The child's parents/carers must agree a reduced timetable;
- The relevant local authority SEN Service must agree a reduced timetable for children with SEN;
- The Specialist Children Service must agree a reduced timetable for looked-after children;
- The arrangement for pupils with medical needs must follow relevant Health Needs guidance;
- A risk assessment must be completed;
- A clear action plan for improving education must be in place.



Appendix 1

17. Checklist for Reducing Educational Provision

It is expected practise for the DSL to oversee the completion of this 'Checklist' to show evidence that the necessary decisions have taken place to ensure that the pupil is safe.

Name of Pupil	
Date of Birth	
Year Group	

Decision/Action	Completed
Is taken in the best interests of the pupil and attracts the understanding, approval and agreement of parents/carers. In the case of a Looked After Child or child subject to a CIN or CP Plan, the allocated Social Worker or Virtual School lead is informed.	
Risk assessment completed and any risks are managed.	
Complies with the health and safety needs of the pupil, e.g., the school is satisfied that suitable arrangements are in place to meet the pupil's care needs when not at school.	
Complies with Safeguarding best practice e.g., statutory responsibility for safeguarding and promoting the welfare of pupils.	
The reduced educational provision is time limited with reviews set.	
If the pupil has an EHCP, the LA Area SEN team is informed, and the latter agree to the RTT arrangement.	
If the pupil has health and or medical needs, the relevant local Health Needs Service will be consulted and individual healthcare plan (IHP) considered.	

Agreed by		Date
Signature		
Name		
Role		



Unity Schools Partnership Reduced Timetable Plan 2024/2025

Appendix 2 – This Plan will be in use from academic year 2024/2025

Place Farm Primary Academy will complete this plan when a temporary reduced timetable is instituted to meet a pupil's individual needs. A reduced timetable will be considered to support a child/young person to engage successfully in education. All children of statutory school age are legally entitled to full-time education so use of these plans should be short-term and only used in exceptional circumstances, only with full explicit parent/carer consent. **No reduced timetable can exceed six weeks maximum.**

In circumstances where the school considers that a reduced timetable for a pupil is needed, the plan and the teaching hours must be agreed by the parent/carer. **Without parent/carer agreement, a reduction in hours cannot be implemented.** When the child / young person returns to full-time education, the closure form at the end of the plan must be completed and recorded on CPOMS.

Name of School:	Place Farm Primary Academy					
Name of pupil:		Date of Birth:				
Year Group:		Ethnicity:				
SEND:	E (LA Informed)	K	N	Early Help Assessment	Yes	No



Reduced Timetable Plan 2024/2025

Looked After Child	Yes	No	Child Protection	Yes	No
Child in Need	Yes	No	Early Help	Yes	No
Child with Assigned Social Worker	Yes (LA informed)	No	YOT Assigned	Yes (LA informed)	No
Start date of timetable:			Planned end date:		

Reason for the plan:

Physical Health (supported by a medical professional)		Reintegration following exclusion	
Mental Health (supported by a medical professional)		Reintegration following long period of absence	
Other (please describe):			



Reintegration Timetable

Please indicate the days, the number of hours and minutes that they are in school (Please include any time at Alternative Provision in the total)

Week beginning:	Monday		Tuesday		Wednesday		Thursday		Friday		Total time in School
	am	pm	am	pm	am	pm	am	pm	am	pm	

Review Meeting Date (within two weeks of the start date). Plans must be reviewed at least every two weeks with the parents / carers and pupil.

Time:

Where (venue):



Reduced Timetable Plan 2024/2025

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 fixed period has been agreed as appropriate, review arrangements have been agreed and any safeguarding issues have been fully taken into consideration.

During the period of the reduced timetable, the school will:

- Monitor the effectiveness of the provision offered on the child/ young person
- Hold a review on the agreed date
- Provide work for the pupil to do whilst at home (if appropriate) and feedback on all work completed

School Representative:		Date:		Signature:	
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Parents / Carers

A reduced timetable can only proceed with signed consent to the plan and cannot be enforced by a school or insisted upon. Please delete as applicable:

1. I agree with the content of this form and the reduced timetable plan.
2. I do not agree with the reduced timetable for the following reasons:

Name of Parent(s)/Carers:		Date:		Signature:	
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Pupil – this section is voluntary for the pupil to complete; however, the child/ young person’s voice must always be included. Please delete as applicable:

1. I am happy with this plan.
2. I am not happy with this plan because:

Name of pupil:		Date:		Signature:	
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Reduced Timetable Plan 2024/2025





Reduced Timetable Closure Form

Name of pupil		DoB:		Year Group:	
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SEN Status :	
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Looked after Child:		Child Protection:	
Child in Need:		Early Help:	

Reason for closure:	Date of Closure:
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Return to full time provision	Yes/No	
Part time provision	Yes/No	
School Leaver	Yes/No	
Transferred (within local authority)	Yes/No	
Transferred (out of local authority)	Yes/No	
Permanently excluded	Yes/No	
Elective Home Educated	Yes/No	