



Derby City Council

DERBY CITY PART-TIME TIMETABLE PROTOCOL

LOCAL AUTHORITY POSITION STATEMENT

Derby City Council remains committed to every child's right to a full-time education offer and makes clear the requirement that a **part-time timetable can only be implemented in exceptional circumstances**. These terms of reference are in place to ensure all stakeholders are committed to:

- identifying a good practice approach for all maintained Derby schools, academies and alternative provision settings (referred to as "schools"), in the appropriate use of part-time timetables which will protect both pupil and school
- assisting schools in ensuring that no pupil is excluded illegally through the imposition of a part-time timetable
- securing a more consistent approach because the use of a part-time timetable for an extended period of time, or in cases where issues have not been addressed, can have a serious impact upon the ability of a future school to try and increase access to education.

In line with these goals, the LA requires the school to have in place;

- an assessment of need having taken place to ensure that it will benefit the pupil
- a risk assessment covering the full length of the part-time timetable being in place
- signed consent from a parent / carer
- signature of Headteacher
- for pupils with an EHCP, an interim or early Annual Review having been called, inviting the pupil's Derby City Council SEND Officer
- the presence of the Virtual School at any meeting where the intervention will be discussed for a child looked after to Derby City Council and their full agreement
- a supporting Individual Healthcare Plan for pupils with medical needs
- schools being able to still evidence educational progress for the pupil

SCOPE

This guidance

- Applies to pupils of compulsory school age and to children in Foundation Stage Two (Reception) when a parent wants their child to access their full-time educational entitlement (see School Readiness section)
- Applies to all maintained Derby schools, academies and alternative provision settings (referred to as "schools")
- Acknowledges the need for a range of people and services to be involved in the planning and implementation of a part-time timetable (where relevant), including **but not limited to**; pupil, parent/carer/s, school representative/s, parent/family representatives, Social Care, Virtual School, Education Welfare, Health, Educational Psychology, Youth Justice Service and **requires** opinions and information from these are taken in to account at the Implementation Meeting (via attendance or up to date written communication)

THE LAW

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 pupils. The Local Authority has a statutory duty to secure a full-time education, appropriate to their needs, for all pupils deemed fit for school.

It is important to highlight that there is no statutory basis upon which to establish a part-time timetable. Ofsted have made it clear that this has to be in the interests of the child and not the school.

The Department for Education guidance, 'Working together to improve school attendance' states: *'A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. 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 treat absence as authorised.'*

[Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/261212/Working_together_to_improve_school_attendance.pdf)

Ofsted, in their report published in November 2013 entitled 'Pupils Missing out on Education' defined Pupils Missing out on Education as pupils of compulsory school age who are not accessing full-time education (either in school or in alternative provision) and in its guidance to schools and local authorities, Ofsted advises that all schools, including academies, free, independent, private and non-maintained schools, must monitor pupils' attendance through their daily register. The report also established the principle that all Local Authorities should hold a register of children in receipt of part-time/reduced provision.

Finally, the Local Authority also has a statutory responsibility to identify and track any pupil missing education. Any pupil on a part-time timetable is deemed to be at risk of missing education and therefore needs to be identified and their entitlement to provision tracked.

What is 'full time' education?

All pupils should receive full time education commensurate with their key stage as set out in DfE Guidance, namely:

- 21 hours at Key stage 1
- 23.5 hours at Key Stage 2
- 24 hours at Key Stage 3
- 24 hours at Key Stage 4 (Year 10)
- 25 hours at Key Stage 4 (Year 11)

Every day a school is open is divided into 2 sessions where the register must be taken at the start of the school day and again in the afternoon.

Maintained schools must be open to students for no less than 380 sessions (190 days) per year. Academies can set their own school year.

School Readiness

Children ordinarily start school in the September following their 4th birthday. However, it is acknowledged that parents can choose to defer their child's start to the beginning of the term following the 5th birthday. It is common practice for schools to stagger admission during the early part of the autumn term to support all children in adjusting to school life, this process is not regarded as a part-time timetable. The admissions process may begin with shorter days e.g. mornings for a commonly agreed period, quickly building to full-time attendance.

A school may determine, that for a small minority of children who are not 'school ready', an extended integration programme is appropriate to support their emotional and developmental needs. In this circumstance, the child would be regarded as being in receipt of a part-time timetable and an appropriate plan must be agreed in partnership with parents and signed consent recorded.

DEPARTMENT FOR EDUCATION

The DfE states that there are no regulations that govern part-time timetables as all school age children are entitled to a full-time education.

In the current School Attendance guidance, the DfE state that **in very exceptional circumstances** there may be a need for a temporary part-time timetable to meet a pupil's individual needs. A part-time timetable must not be treated as a long-term solution and any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time and be agreed with the pupil's parents/carers.

EXCEPTIONAL CIRCUMSTANCES

- Health/ Medical

Where full-time education would not be in the best interests of a particular child/young person because of reasons relating to their physical or mental health, LAs should provide part-time education on a basis they consider to be in the child/young person's best interests. Full and part-time education should still aim to achieve good academic attainment particularly in English, Mathematics and Science. (Responsibility for education for children who cannot attend school because of health needs remains with the school. When planning re-integration to school, there should be an agreement on how to assess when the child/young person is ready to return and the school should provide or commission a package of support to assist re-integration.)

[Hospital medical provision - Schools' Information Portal \(derby.gov.uk\)](https://www.derby.gov.uk/education/schools-information-portal)

- Significant SEMH

Where a child has significant Social, Emotional and Mental Health needs (including short or long-term trauma and mental health issues which require a low stimulus and/or time-limited intervention for a period of time) for which all appropriate referrals have already been made and available resources have been accessed.

- SEND

Where the child or young person has an EHCP and following review it has been established by all involved parties, that the setting cannot meet need and that ongoing full-time attendance would be damaging to the wellbeing of the young person or incompatible with the efficient education

of others in the setting. In such circumstances a part-time timetable may only be considered whilst a new placement is being sought.

- Children not “school-ready”
(see above section “School Readiness”)

PRIOR TO IMPLEMENTATION OF A PART-TIME TIMETABLE

VULNERABLE GROUPS

- In the case of a child with an EHCP, an interim or early annual review having been called, inviting the relevant Derby City Council SEND Officer, for pupils with an EHCP.
- The presence of the Virtual School at any meeting where the intervention will be discussed for a child looked after to Derby City Council and their full agreement.
- A supporting Individual Healthcare Plan for pupils with medical needs.
- For Children in Care the Virtual Headteacher **must** be consulted and agree to the arrangements.
- For Children with an Education Health and Care Plan (EHCP), the SEND Officer **must** be consulted and agree to the arrangements.
- Children on a Child Protection Plan or Child in Need Plan are very vulnerable and may be placed at greater risk if placed on a part-time timetable. Therefore, a part-time timetable should only be implemented in the most **exceptional** circumstances when all other interventions have been tried. In these cases, the child’s social worker **must be** consulted and their agreement secured.

GENERAL PRINCIPLES

- ✓ Any proposal to use a part-time timetable **must** be discussed with the parent/carer before the arrangements start.
- ✓ The LA’s Education Welfare Service must be consulted and invited to attend the Implementation Meeting, and informed at the school’s Targeted Support Meetings (TSM).
- ✓ A parent/carer must be informed of the school’s intent to consider a part-time timetable **prior** to attending an Implementation Meeting and **must consent** (and not be coerced) to a part-time timetable by signing an agreement form during the meeting. The agreement form must make explicit that they are consenting to a part-time timetable; that they are taking responsibility for the pupil when they are not in school and that they are guaranteeing that the pupil will be supervised off site.
- ✓ The timetable should be for a limited period. The suggested **maximum** length of a part-time timetable is half a term.
- ✓ Any part-time timetable arrangements must be **regularly reviewed with parents / carers and professionals (if applicable)**.
- ✓ A school has explored all other options for providing support to enable a pupil to attend on a full-time basis including consideration through the Team Around the Child/ Early Help process.

A Risk Assessment for Time Out of School must be carried out prior to implementation of the arrangement which must address:

- an assessment of the safety and well-being of the child
- where the child will be at each part of every school day and by whom they will be supervised when not in school
- any Child in Need/Child Protection concerns
- the risk of the pupil engaging in criminal activity (Youth Justice Service 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.

IMPLEMENTATION MEETING

Professionals/Support Services should have been consulted for their views prior to the meeting, or be invited to attend, along with parent/carer and their chosen representative/s. All views should be represented.

A **Risk Assessment must** be completed.

Discussion should focus on:

- ✓ what support will be put in place to enable the pupil to attend school on a full-time basis as soon as possible.
- ✓ how work will be provided to the pupil whilst they are not on the school site (pupils should be provided with differentiated work to complete at home during the period of their part-time timetable. Schools should ensure that it is marked in line with the school marking and feedback policy, to reduce the impact of the temporary provision and part-time access to teachers).
- ✓ how progress will be monitored and reported.
- ✓ how the pupil's safety will be assured when they are not on the school site.
- ✓ **a time limit by which point the pupil is expected to attend full-time**, with appropriate targets to gradually increase attendance during the period agreed. This should not exceed 6 school weeks at the maximum.

MONITORING AND REVIEW

- The support plan should be reviewed and agreed by a member of the senior staff **and** signed by the Headteacher. Copies should be given/sent to all attendees.
- The designated member of staff should coordinate the review in consultation with parents / carers, pupils and other agencies.
- The designated member of staff should be responsible for internally reviewing the programme of support offered fortnightly, checking progress against incremental increases in attendance and recording outcomes and amendments.
- The designated member of staff should complete the online **Notification of a Part-time Timetable**,
- A copy of the Part-time timetable, Reintegration Plan and Risk Assessment should be given to the parents. This should be happen each time there is a review.
- Copies should also be placed in the pupil's school file.
- Should it be the case that a Part-Time Timetable process needs to exceed the 6 week maximum, an email should be sent to iyfa@derby.gov.uk This may result in one of the team requesting a discussion to explore what further support the child or young person may need.

- If it becomes apparent during the period the arrangements are in place that progress is not being made, a review meeting should be convened to determine what further support needs to be provided or action taken.
- Those involved in the network can and should raise any concerns **before** the next review date if necessary.

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