

Reduced Timetables

Overview Description

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. It is unlawful for a school to impose a reduced or part-time timetable and any reduced time table may only be used as a short-term measure towards achieving full time integration with the consent of parents/carers.

‘All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration 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.

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’.

School attendance: Guidance for maintained schools, academies, independent schools and local authorities, DfE, July 2019

Manchester has a Reduced Timetable Policy. This can be accessed via Manchester’s Schoolshub.

All schools must share information with the local authority when pupils are placed on part-time/reduced timetables. There is a form which can be accessed via the Schoolshub website. This needs to be completed, signed by the parent/carer and sent a secure egress email to schoolattendance@manchester.gov.uk with ‘Reduced timetable notification’ in the subject line.

Appendix 1 - Reduced timetable agreement form

School name: _____

It is expected that the headteacher will oversee the completion of this agreement to show evidence that the necessary decisions have been taken to ensure that the child is safe and the reduced timetable is being offered in exceptional circumstances.

Form done and date of date	SEN status	RCY	Looked after child	Yes/No
Date of Early help assessment			Child Protection	Y/N/No
Date of Risk assessment			Child in need	Y/N/No
Start date			Review date	

Please refer to the table below for recording the absence for pupil's related to attend school:

Class	SEN	Looked after	Child Protection	Child in need	Other	Other	Other	Other	Other	Other
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Reasons for implementing a part-time timetable: _____

Parent/carer signature: _____ date: _____

Headteacher signature: _____ date: _____

Please email completed form within 5 days via a secure egress email to schoolattendance@manchester.gov.uk with 'Reduced Timetable Notification' in the subject line.

https://www.manchester.gov.uk/schoolhub/info/229/school_attendance/553/pupils_on_reduced_timetables

Circumstances where it might be considered

A part-time/personalised timetable may be considered for a short time. Below are some real examples from schools, but the list is not exhaustive.

- Where a student has not been in a formal education setting previously and may require a staged induction. An example of this is a student arriving from another country.
- Where a student has been educated other than at school – often home educated for a substantial amount of time – and joins the roll of a school and a staged induction is deemed beneficial.
- Students with a prolonged absence due to a physical or mental health condition where recovery demands a slower build up to full-time education.
- Students recovering from a temporary health issue that is not long term.

Safeguarding

Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parent/carer agreement to any reduced timetable arrangement they make, they are responsible for the safeguarding and welfare of pupils on roll who are off-site during school hours. If evidence suggests that the child will be exposed to significant risk if not in school, then a reduced timetable should not be considered an option.

The expectation is that schools will have:

- previously put in relevant interventions to engage the child in education
- referred to Early Help or to the District Advice & Guidance Team if they have serious concerns about a child
- completed a risk assessment before meeting with the parents to discuss.

Impact of Poor Practice in this area

There is a wealth of research evidence highlighting that children missing out on education (including those on extended part-time timetables) have far worse education, mental health and life outcomes.

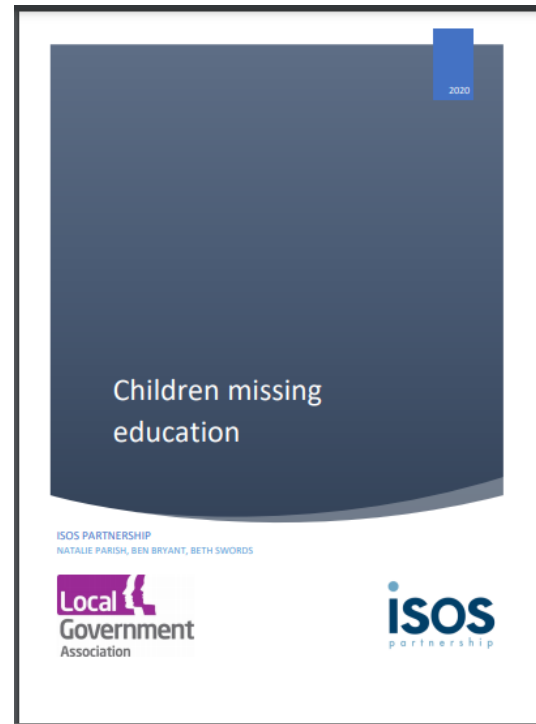
A large-scale piece of research was carried out by Isos Partnership (Natalie Parish, Ben Bryant and Beth Swords) in December 2019. This was commissioned by the Local Government Association in response to a growing concern that more and more children were missing out on their entitlement to a formal full-time education. Drawing on evidence provided by local authorities, school leaders and parents the research tried to understand who the children are who are missing out on a formal full-time education, how many children fit this description, what evidence there is for the long-

term impact of children missing education and how local and national government might work together to address this issue.

Local authorities which took part in regional workshops identified five ways in which missing out on formal full-time education might impact on an individual child or young person.

The five areas of concern are to some extent interdependent. They are:

1. Educational attainment and employability
2. Mental health and wellbeing
3. Social and emotional development
4. Crime and exploitation
5. Safeguarding



The research report can be accessed here:

<https://static1.squarespace.com/static/5ce55a5ad4c5c500016855ee/t/5faba9bfac99946fb7bca037/1605085634665/Children+Missing+Education+-+final+report+for+publication+10.11.20.pdf>

This research report provides a lot of helpful advice to schools and Local Authorities on how to reduce the numbers of children and young people missing education.