



## Temporary reduced timetable Guidance pack

**Introduction:** Schools have a statutory duty to provide full time education for all pupils. **Cambridgeshire County Council regards reduced timetables as an undesirable method of managing pupils at risk of exclusion.** This method should only be chosen – if at all – after all other strategies have been implemented and exhausted and the ‘Best Practice Guidance’ is adhered to. Included within this pack are templates and checklists to help with consideration and implementation of a temporary reduced timetable.

\*This guidance is for primary school use and replaces previous templates and agreements.

Click on the ‘go to section’ for quick access to each individual section.

COVID-19 Guidance September 2020

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## COVID – 19 Guidance September 2020

All children will return to school in September and we are expecting most children to experience some anxiety and need a period of re-adjustment following the COVID- 19 school closures. For most children this will settle, however some children may need further support and planning, particularly those who are internalisers and externalisers.

A small minority of children may need a temporary reduced time table (TRT) and a phased reintegration into school, this can only be put into place if the following principles are met;

- Parents must be in agreement and provide signed consent for their child to be on a TRT and phased reintegration.
- The statutory assessment team must be aware in agreement if the pupil has an Education, Health and Care Plan (EHCP).
- If the pupil is a Child in Care, the Virtual School representative and the School's designated teacher for looked after children must give written agreement.
- The documents within this guidance pack must be completed (i.e. risk assessment and phased reintegration plan).



# 1. Definition of a temporary reduced timetable

All pupils should receive full time education consistent with their key stage:

Key Stage	Hours in school (per week)
Key Stage 1	21 hours
Key Stage 2	23.5 hours
Key Stage 3	24 hours
Key Stage 4 (Year 10)	24 hours
Key Stage 4 (Year 11)	25 hours

- A reduced timetable means by agreement with the pupil, parent/carer and school and Local Authority Officer,\* the number of hours spent in education are reduced for a time limited period of usually no more than six weeks. Once a reduced timetable has been agreed, the pupil should be marked as an authorised absence for the part of the day they are not in school.
- Schools have a duty of care for all pupils who are on their school roll. The schools must ensure that when a pupil is not expected to attend, there is a written agreement with parents or alternative education providers about who is carrying out the duty of safeguarding for each session. A pupil not attending school during this time should be provided with work which will be marked.
- There should be a clear written plan identifying the steps needed to support a full reintegration for the pupil over the period of the temporary reduced timetable. This plan should be reviewed by parents/carers, student and the school on a weekly basis after an initial review, which must be held no later than two weeks after implementation.

\* 'Local Authority Officer' would depend on the individual's circumstances, but should be one of the following officers; Specialist Teacher, Education Inclusion Officer, SAT Casework Officer, Educational Psychologist, Team Leader SEND Service or Access and Inclusion Coordinator.



## 2. When temporary reduced timetables are permissible

Reduced timetables are permissible when the following criteria have been met;

- When the temporary reduced time table has been agreed between the school and parents as part of their reintegration approach for pupils who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, etc.  
It is illegal for a school to **impose** a reduced or 'part time' timetable however it is accepted that a reduced timetable may be appropriate, as part of a planned reintegration for pupils who have not attended school for a period of time, provided that the setting can demonstrate that the Best Practice Guidance (see below) has been followed.
- In limited circumstances reduced timetables are used as a method of managing pupils at risk of exclusion. This would be a temporary fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to coordinate with therapeutic intervention or other services.



### 3. Best practice guidance

When considering placing a pupil on a reduced timetable, the school or academy;

1. Must be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil. There must be a clear and evidenced rationale for considering a reduced timetable as an intervention aimed at supporting the needs of the pupil. A detailed assessment through the use of an EHA, the access and inclusion support tool and a risk management plan (Cambridgeshire Steps) with LA Officers involvement, must be in place to determine additional support required for all pupils on reduced timetables.
2. Must not pursue a reduced timetable without parental permission as this can be construed as an unofficial exclusion which is unlawful as the parent has not requested leave for their child and/or the school could be regarded as preventing the pupil from accessing the curriculum.
3. Must have signed parental permission, evidenced on the pupil file prior to the commencement of a time limited reduced timetable. If the parent does not agree, the reduced timetable arrangements cannot be implemented. In these circumstances the school will have to consider alternative interventions.
4. Must complete a detailed action plan, agreed with the parents and the pupil and involving LA Officer, demonstrating a clear path of planned reintegration from part time to full time provision over a maximum of a six week period, which is reviewed regularly. The school must ensure the pupil has an active involvement in the process of planning, reviewing and evaluating the planned intervention.
5. Must not put in place a reduced timetable that exceeds a six week period except in exceptional cases and where this is agreed by parents, school and local authority officer. If the pupil is still on a reduced timetable as the time limit approaches, a multi professional review must be held to organise full time education. The plans must be open to Local Authority inspection upon request.
6. Ensure that where pupils have an EHCP, the Local Authority Statutory Assessment Team must be involved to ensure it is reviewed and amended where appropriate. An annual review 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 student due to his/her educational needs.
7. Must ensure that where English is not the first language and/or there is limited knowledge of the English education system, that appropriate systems are in place, e.g.



interpreters, so that parental permission is based on an accurate understanding of the situation.

- 8.** Must undertake a risk assessment of the pupil's needs to assess the impact that a reduced timetable would have on the pupil. It is essential that the pupil's welfare during any absence from school is considered. The risk assessment should include the safety and wellbeing 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. Risk assessments should 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 if necessary
  
  - 9.** Must keep a central record of all pupils on a reduced timetable, recorded by the school/academies lead on attendance. It is recommended that this person sets up a reduced timetable pupil group within SIMs.net. Registration code guidelines are shown in Appendix A of the Exclusions Guidance 2020.
  
  - 10.** Must ensure the person responsible for attendance provide school documentation relating to pupils on reduced timetables upon request. Education Welfare Officers are legally able to take extracts from schools registers under the Education (Pupil Registration) (England) Regulations 2006. Parents/carers should receive a copy of this guidance by the school when discussing reduced timetables for their child.
- ❖ It is illegal for schools to discriminate against pupils on the basis of their SEN and/or disability, including those with SEMH. Any Secondary aged child who does not have an EHCP, and on a reduced timetable for more than 20% of their mainstream timetable, needs to have an IAEP and be placed on the schools AP register.



## 4. Risk assessment for a temporary reduced timetable

As stated in section 3 on 'Best practice guidance', an individual risk assessment must be completed before the implementation of the Temporary Reduced Timetable.

All risk assessments must consider the individual child and the family's circumstances. A list of examples follow, and are by no means are limited to this list;

- Parental mental health problems
- Parental substance misuse alcohol/drugs
- Domestic abuse issues
- Child is a young carer
- Parent is a single carer with limited family support
- Significant debts which could lead to homelessness
- Pupil is open to specialist children services s17 or s47
- Pupil and family are been supported by family support worker
- Parent/s are struggling to manage the child's behaviour in the home
- Social and emotional development whilst a reduced timetable is in place
- Child sexual exploitation (CSE)
- Criminal exploitation
- Young person's substance misuse
- Gang and youth violence
- Self-harming
- Radicalisation
- Other potential abuse or criminal activity

Please see 'section 5 template of a temporary reduced timetable' for an example risk assessment to be completed as part of the temporary reduced timetable.



## 5. Template for a temporary reduced timetable

### Temporary Reduced Timetable

I understand that this information and record of work following a consultation will be stored electronically on the Cambridgeshire County Council system and may be used for audit and quality assurance processes.

I understand that in addition SEND Service 0-25 work with different professionals from within the Health service (e.g. health visitors, speech therapists, community paediatricians, GPs) and **may need to share or ask for information (with consent)** e.g. reports about the needs of my child and family.

The Local Authority has the power to share information about families where there are concerns about the well-being of children and young people.

For any further queries, questions or concerns relating to data protection and the Data Protection Act, please contact us at: Email: [data.protection@cambridgeshire.gov.uk](mailto:data.protection@cambridgeshire.gov.uk) Tel: 01223 699137

I understand that I have the right, at any time, to request access to all personal information held about me. For further details about this, please see our web page <https://www.cambridgeshire.gov.uk/data-protection-and-foi/>

I understand that the local Authority will collect, store and share my personal information in a way that is compatible with General Data Protection Regulation.

I do/do not give permission (**delete as appropriate**) for involvement from SEND Service 0-25 Years to take place: **YES/NO\***

I do/do not (**delete as appropriate**) give permission for the report to be shared with health colleagues and those colleagues to be asked for relevant information if they are also involved in supporting my child: **YES/NO\***

Pupil name		Social Care/District Family Worker	
School		CiC- Which Authority	
DOB		Education Health Care Plan	
Year Group		Case Work Officer	
UPN		Previous periods of reduced timetable Dates/reason	





**Risk Assessment**

Identified Risk	Who will be harmed and how?	Evaluate the risks and decide on precaution	Regularly review your assessment and update if necessary

How will the pupil’s welfare and safety be monitored and supervised when not in school? (please give details of any variables)	
How will the school ensure continuity of education?	
How will the school ensure the pupil is able to feel included and cared for, during this period?	
How will the child’s social and emotional development be promoted during the reduced timetable?	

<b>Reason for reduced timetable</b>			
Medical Physical Health (supported by medical professionals)		Reintegration Plan	
Medical Mental Health (supported by medical professionals)		Emotional or social needs	
Other (Please state and provide details)			
<b>Objectives of Reduced Timetable</b>			
<b>Parent/carer views</b>			
<b>Pupil Views</b>			



<b>SEND 0-25 Views (If appropriate)</b>
<b>Social worker/District Family Views (If appropriate)</b>
<b>Case Work Officer Views (If appropriate)</b>
<b>Health Professional Views (If appropriate)</b>
<b>Any other relevant information</b>



**Plan**

<b>Start Date</b>																<b>End Date</b>																			
<b>Week 1</b>																<b>Target</b> ( <i>Time, place, people, activity, progress that has occurred, how will this be supported</i> ):																			
				Monday				Tuesday				Wednesday				Thursday				Friday				Total hours in school				Total hours education provided outside school							
Time in																																			
Time out																																			
Review 1 ( <i>no later than 2 weeks after implementation</i> )				<b>Outcomes</b>								<b>Parent views</b>								<b>Pupil views</b>								<b>Schools views</b>							
<b>Week 2</b>																<b>Target</b> ( <i>Time, place, people, activity, progress that has occurred, how will this be supported</i> ):																			
				Monday				Tuesday				Wednesday				Thursday				Friday				Total hours in school				Total hours education provided outside school							
Time in																																			
Time out																																			
Review 2				<b>Outcomes</b>								<b>Parent views</b>								<b>Pupil views</b>								<b>Schools views</b>							
<b>Week 3</b>																<b>Target</b> ( <i>Time, place, people, activity, progress that has occurred, how will this be supported</i> ):																			
				Monday				Tuesday				Wednesday				Thursday				Friday				Total hours in school				Total hours education provided outside school							
Time in																																			
Time out																																			
Review 3				<b>Outcomes</b>								<b>Parent views</b>								<b>Pupil views</b>								<b>Schools views</b>							



<b>Week 4</b>	<b>Target</b> ( <i>Time, place, people, activity, progress that has occurred, how will this be supported</i> ):						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours in school	Total hours education provided outside school
Time in							
Time out							
Review 4	<b>Outcomes</b>		<b>Parent views</b>		<b>Pupil views</b>		<b>Schools views</b>
<b>Week 5</b>	<b>Target</b> ( <i>Time, place, people, activity, progress that has occurred, how will this be supported</i> ):						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours in school	Total hours education provided outside school
Time in							
Time out							
Review 5	<b>Outcomes</b>		<b>Parent views</b>		<b>Pupil views</b>		<b>Schools views</b>
<b>Week 6</b>	<b>Target</b> ( <i>Time, place, people, activity, progress that has occurred, how will this be supported</i> ):						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours in school	Total hours education provided outside school
Time in							
Time out							
Review 6	<b>Outcomes</b>		<b>Parent views</b>		<b>Pupil views</b>		<b>Schools views</b>



### Checklist for the temporary reduced timetable

To ensure that the reduced timetable arrangements do not inadvertently result in an illegal exclusion, please read the checklist below and ensure you answer <b>Yes</b> .	YES	NO
Is the rationale for a reduced timetable in the pupil’s best interest with clear objectives?		
Is there a start date and an end date of <b>*no more than 6 weeks</b> with a <b>review date no later than 2 weeks</b> ?		
Have parents/carers given their written consent?		
If pupil has an education, health and care (EHC) plan has the Statutory Assessment Team Case Work Officer given written agreement?		
If pupil is a Child In Care, has a Virtual School representative and the School’s Designated Teacher for Looked After Children given written agreement?		
If there are safeguarding/Early Support concerns, has a Team Around the Family meeting been held and has the Lead Professional given written agreement?		
If the child is at Child In Need or Child Protection Level has the timetable been discussed at a Core Group Meeting and has the Social Worker given consent?		
Is there a completed Individual Risk Management Plan saved on the School Pupil Record?		
Has sufficient and appropriately differentiated work been set for those hours the pupil is not in school?		
Have arrangements been made to ensure that the work is marked, assessed and constructive feedback is given to the pupil?		
Have arrangements been made to mark the register with code ‘C’ when the child is not receiving supervised education?		

- ❖ A maximum of one further period of six weeks should only be agreed in exceptional circumstances with parental agreement and the plan revised to reflect why an extension was appropriate. The plans must be open to Local Authority inspection upon request.



I understand my child has been placed on a temporary reduced timetable for a limited period of time. I have discussed the matter fully with the school, and agree during the period of the temporary reduced 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, safety, and safeguarding of my child when they are not in school

*A reduced timetable can only proceed with parents'/carers' signed consent to the plan and cannot be enforced by a school or insisted upon under threat of exclusion.*

Parent /carer agreement to this plan:	Signature:	Date:
Pupil agreement ( if appropriate)		

During the period of the temporary reduced 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
- Monitor the effectiveness of the temporary reduced timetable
- Hold a review on the agreed date
- Provide work for the student to do whilst at home and mark all work completed

*By submitting this form the school is confirming that the use of a part-time timetable for a limited period has been judged appropriate, review arrangements have been agreed and any safeguarding issues have been fully taken into consideration. A copy of the formal agreement made with parent/carer's signature must be kept at school.*

Head teacher:	Head teacher's signature:	Date
Local Authority Representative – Position within LA:	Local Authority Representative signature –Position within LA:	Date



## 6. Example of a completed temporary reduced time table

### Temporary Reduced Timetable

I understand that this information and record of work following a consultation will be stored electronically on the Cambridgeshire County Council system and may be used for audit and quality assurance processes.

I understand that in addition SEND Service 0-25 work with different professionals from within the Health service (e.g. health visitors, speech therapists, community paediatricians, GPs) and **may need to share or ask for information (with consent)** e.g. reports about the needs of my child and family.

The Local Authority has the power to share information about families where there are concerns about the well-being of children and young people.

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I understand that the local Authority will collect, store and share my personal information in a way that is compatible with General Data Protection Regulation.

I do/do not give permission (**delete as appropriate**) for involvement from SEND Service 0-25 Years to take place: **YES/NO\***

I **do**/do not (**delete as appropriate**) give permission for the report to be shared with health colleagues and those colleagues to be asked for relevant information if they are also involved in supporting my child: **YES/NO\***

Pupil name	Jimmy Example	Social Care/District Family Worker	Claire Bloggs
School	Primary School	CiC- Which Authority	N/A
DOB	10/6/2014	Education Health Care Plan	In progress
Year Group	2	Case Work Officer	N/A
UPN		Previous periods of reduced timetable Dates/reason	N/A



## Risk Assessment

Identified Risk	Who will be harmed and how?	Evaluate the risks and decide on precaution	Regularly review your assessment and update if necessary
Jimmy's social and emotional development could be negatively impacted.	Jimmy's social skills and emotional regulation skills development may slow as he will be in school for a reduced number of hours.	Risk – medium Structured social time and emotional literacy work to take place when Jimmy is in school daily.	Weekly phone call will take place to check on the family and review the identified risk.
The family are currently supported by a family worker as behaviours at home can be difficult and occasionally dangerous.	The family may need further advice/ support with Jimmy being in school for a reduced number of hours and spending more time at home.	Risk – medium Family worker to visit home weekly, and call twice weekly to provide advice and strategies of support.	Weekly phone call will take place to check on the family and review the identified risk.
Jimmy's parents have recently split, and currently Jimmy spends the week with mum and the weekend with dad.	Jimmy is still adjusting to the new routine and changes at home, by placing him on a reduced timetable he will have another change to adjust to.	Risk – medium Family to use visual time table at home to support Jimmy's understanding when school is. School and family worker to complete regular check in's.	Weekly phone call will take place to check on the family and review the identified risk.
Family will need to adjust work routines/ child care in order for pupil to access a temporary reduced timetable.	The family's income may be affected in order to support Jimmy at home more, and Jimmy will have to access more transitions with different adults during the day which he already finds difficult.	Risk – low Grandma spends a lot of time with Jimmy and is going to support when parents are at work and Jimmy is at home. This will result in less transitions and less impact on work routines for parents.	Weekly phone call will take place to check on the family and review the identified risk.

How will the pupil's welfare and safety be monitored and supervised when not in school? (please give details of any variables)	Family worker visits to continue throughout the phased re-integration. Communication between school, family and the family worker to occur a minimum of once a week to check on wellbeing, and review of plan to be held once every two weeks (minimum).
How will the school ensure continuity of education?	Home learning packs will be sent home at the start of each week for the hours Jimmy is not in school. The work completed will be marked by teacher and returned at the end of each week. In school Jimmy will have specific resources and scaffolding in place to access a positive and successful experience of school.
How will the school ensure the pupil is able to feel included and cared for, during this period?	Jimmy receives free school meals, so will take home a packed lunch when the hours in school do not include lunch time (week one). Communication between school, family and the family worker to occur a minimum of once a week to check on wellbeing.





How will the child’s social and emotional development be promoted during the reduced timetable?	During the hours that Jimmy is in school, supporting adults will ensure he accesses structured social time and emotional literacy work. At the start of each day adults to ensure that Jimmy accesses a minimum of 10 minutes ‘setting in time’ where reflection can take place, including preparation for the day ahead.
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Reason for reduced timetable			
Medical Physical Health (supported by medical professionals)		Reintegration Plan	✓
Medical Mental Health (supported by medical professionals)		Emotional or social needs	✓
Other (Please state and provide details)			

**Objectives of Reduced Timetable**

The objectives of the temporary reduced time table are; to support Jimmy to access and engage in adult lead learning tasks in year 2, to support Jimmy to manage the recent change within the home environment, to support Jimmy to access and manage transitions more positively, to support Jimmy to have positive experiences in school, and to support him to manage a gradual increase in his time in school.

**Parent/carer views**

We support the introduction of a temporary reduced timetable as Jimmy is struggling to access school currently, and this leads to difficult behaviours within the home too. We would like to build his time in school gradually so that Jimmy can access a full day in school, and then begin to complete his learning too.

**Pupil Views**

See pupil voice communication passport completed October 2020.

**SEND 0-25 Views (If appropriate)**

Specialist teacher and Specialist practitioner involvement since September 2020. Due to changes within the home environment and the transition into year 2, Jimmy is currently experiencing negative feelings within school which is leading to anti-social and negative behaviours being displayed regularly (three times per day). The aims of the temporary reduced timetable and phased re-integration is to build the positive experiences for Jimmy in school so that he begin to experience more consistent positive feelings of safe, included, motivated, happy and important. Time to be increased weekly and the plan is to be reviewed regularly.

**Social worker/District Family Views (If appropriate)**

District family worker involvement since September 2020, due to changes within the home environment and the transition from year 1 to year 2, Jimmy is struggling in school and at home with emotional self- regulation. A phased re-integration allows school staff and family to support Jimmy to develop his self- regulation so that he can have positive experiences in school and at home.

**Case Work Officer Views (If appropriate)**

N/A

**Health Professional Views (If appropriate)**

N/A

**Any other relevant information**

N/A



**Plan**

Plan								
Start Date		2/11/2020			End Date		11/2/2020	
<b>Week 1</b> 2/11/2020	<b>Target</b> ( <i>Time, place, people, activity, progress that has occurred, how will this be supported</i> ): Jimmy will complete 30 minutes of English work in a small group of no more than 8 pupils, this will take place in the intervention room supported by a teacher and 1:1 TA daily. Jimmy will be supported by play plans to engage in playtime with a maximum of 5 other pupils, and will be supported by one adult.							
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours in school	Total hours education provided outside school	
Time in	9.00	9.00	9.00	9.00	9.00	10 hours	11 hours	
Time out	11.00	11.00	11.00	11.00	11.00			
Review 1 ( <i>no later than 2 weeks after implementation</i> )	<b>Outcomes</b>		<b>Parent views</b>		<b>Pupil views</b>		<b>Schools views</b>	
	Jimmy worked with TA in the English group, over the week he was able to increase his contributions to group discussion. By Friday he was in for 70% of the session.		Although it was difficult to get Jimmy in school on Monday and Tuesday, he was positive about school, and talked about his playtime at home.		"I liked playing with Sam and Ben in the hall at playtime"		We know Jimmy enjoys break and lunch, but struggles with the business when all pupils are out. Small group has allowed Jimmy to transition to and from break and reduced the incidents of difficult behaviour during transitions (one incident this week).	
<b>Week 2</b> 9/11/2010	<b>Target</b> ( <i>Time, place, people, activity, progress that has occurred, how will this be supported</i> ): Jimmy will complete 30 minutes of Maths work in a small group of no more than 8 pupils, this will take place in the intervention room supported by a teacher and 1:1 TA daily. Break time to continue in the hall supported by one adult, with a maximum of 7 pupils.							
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours in school	Total hours education provided outside school	
Time in	9.00	9.00	9.00	9.00	9.00	15 hours	6 hours	
Time out	12.00	12.00	12.00	12.00	12.00			
Review 2	<b>Outcomes</b>		<b>Parent views</b>		<b>Pupil views</b>		<b>Schools views</b>	
	Jimmy worked well with TA in the maths group, by Friday he was in for 60% of the session. Jimmy has accessed 100% of break time in the hall with 7 other pupils.		Easier to transition Jimmy into school this week, wanted to stay for lunch and was a little unsettled at home on Wednesday and Thursday.		"I want to have lunch in school with my friends" "I don't like maths, it's boring"		We have identified that Jimmy finds Maths more difficult so the small group work is differentiated (lower level and games) so that we can build his confidence. Transitions continue to be successful with smaller group at	



							break time, next step will be to access a short outside break time in the small group.
<b>Week 3</b> <b>16/11/2020</b>	<b>Target</b> ( <i>Time, place, people, activity, progress that has occurred, how will this be supported</i> ): Jimmy will leave the class early with one other pupil to collect his lunch, he will then eat his lunch in the nurture room with a maximum of 5 other pupils and one adult. Once he has finished his lunch he will go outside with the same pupils to the courtyard to play until 12.30pm.						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours in school	Total hours education provided outside school
Time in	9.00	9.00	9.00	9.00	9.00	17 hours 30 mins	3 hours 30 mins
Time out	12.30	12.30	12.30	12.30	12.30		
Review 3	<b>Outcomes</b>		<b>Parent views</b>		<b>Pupil views</b>		<b>Schools views</b>
	Jimmy has transitioned and stayed in the nurture room for the duration of lunch each day. He has spent a maximum of 10 minutes outside in the courtyard with 5 peers, interacting well.		Jimmy has been very tired at home this week, and has had a nap each day after lunch. He has talked about lunch time a lot, and the playtime outside.		"I like having lunch on the table with Mrs Smith"		Jimmy finds it hard to queue for lunch, so going first allows him to be settled with lunch before all other pupils queue. Small group play time works well, and by staying on the courtyard Jimmy hasn't been overwhelmed as he was previously on the big playground which lead to difficult behaviours.
<b>Week 4</b> <b>23/11/2010</b>	<b>Target</b> ( <i>Time, place, people, activity, progress that has occurred, how will this be supported</i> ): After eating his lunch Jimmy will join no more than 10 pupils in the courtyard for an outside play time with distanced support, for 20 minutes. Jimmy will then come in for 20 minutes where he will work through his responsibilities (i.e. fill the bird feeder, hand out letters) until 13.00pm.						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours in school	Total hours education provided outside school
Time in	9.00	9.00	9.00	9.00	9.00	20 hours	1 hour
Time out	13.00	13.00	13.00	13.00	13.00		
Review 4	<b>Outcomes</b>		<b>Parent views</b>		<b>Pupil views</b>		<b>Schools views</b>



	When finished his lunch Jimmy accessed 20 mins of courtyard time with 10 other pupils, he achieved this each day. Jimmy then came inside to complete 20 minutes of responsibilities time, on Monday he took 10 minutes to transition inside, each other day he has accessed the full 20 minutes of this activity.	Jimmy had a tricky weekend and was quite upset so transition into school Monday was difficult, once in he was fine. He has talked about being in charge of jobs this week.	Jimmy enjoys coming inside to complete his jobs, he likes making sure his friends have the activities on their desk ready for the afternoon.	Giving Jimmy jobs allows him to be engaged in a structured activity to support him to settle and calm before the afternoon session. This also allows the transition from outside to indoors to be calm and away from the busy playground transition that Jimmy found overwhelming.			
<b>Week 5 30/11/2020</b>	<b>Target (Time, place, people, activity, progress that has occurred, how will this be supported):</b> Jimmy will sit at his workstation in the classroom supported by an adult, to listen to the class shared story and complete associated activity (no more than 30 minutes).						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours in school	Total hours education provided outside school
Time in	9.00	9.00	9.00	9.00	9.00	25 hours	0 hours
Time out	14.00	14.00	14.00	14.00	14.00		
Review 5	<b>Outcomes</b>		<b>Parent views</b>		<b>Pupil views</b>		<b>Schools views</b>
	Jimmy is supported by an adult to sit at his workstation and listen to the class story and complete an associated story. By Friday he was in for 75% of the session, listening to the full story and completing 50% of the activity.		Jimmy has been more settled at home this week, and has been very tired when coming home. He has also asked if he had 'homework' to do to.		Jimmy is enjoying the English story, and likes sitting at his desk for this. In the morning he will check that he is in for the story.		We have identified that Jimmy is easily distracted in the classroom, so a seat at a workstation that is slightly apart from the group allows Jimmy to focus and engage more successfully. The associated activity is art based which Jimmy likes as he accesses practical activities more successfully.
<b>Week 6 7/2/2020</b>	<b>Target (Time, place, people, activity, progress that has occurred, how will this be supported):</b> After completing the reading activity Jimmy will have a 10 minute break outside with an adult, on return from the break he will complete a practical activity until home time. Jimmy will leave school at 3.00pm to avoid the business of transition home at 3.10pm.						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours in school	Total hours education



							provided outside school
Time in	9.00	9.00	9.00	9.00	9.00	30 hours	0 hours
Time out	15.00	15.00	15.00	15.00	15.00		
Review 6	<b>Outcomes</b>		<b>Parent views</b>		<b>Pupil views</b>		<b>Schools views</b>
	<p>Jimmy has had a 10 minute break with an adult after class reading activity each day, engaging in 100% of this. Jimmy has accessed 75% of the Art and crafts activities following the afternoon break. Transitions home at 3.00pm have been successful and without difficult behaviours.</p>		<p>Jimmy has been a little upset at home some evenings, but has talked positively about school. He likes doing art in the afternoons.</p>		<p>“I like playing skittles with Mrs Brown outside after story time”</p>		<p>Jimmy finds the afternoon sessions harder to engage with and transition home with his class overwhelming. By having a short break, a practical based activity (which is Jimmy’s strength), and then transitioning home at 3.00pm it allows him to have a calm end to the day which is when he can sometimes present with difficult behaviours such as running and hiding.</p>



## Checklist for the temporary reduced timetable

To ensure that the reduced timetable arrangements do not inadvertently result in an illegal exclusion, please read the checklist below and ensure you answer <b>Yes</b> .	YES	NO
Is the rationale for a reduced timetable in the pupil's best interest with clear objectives?	✓	
Is there a start date and an end date of <i>*no more than 6 weeks</i> with a <i>review date no later than 2 weeks</i> ?	✓	
Have parents/carers given their written consent?	✓	
If pupil has an education, health and care (EHC) plan has the Statutory Assessment Team Case Work Officer given written agreement?	n/a	
If pupil is a Child In Care, has a Virtual School representative and the School's Designated Teacher for Looked After Children given written agreement?	n/a	
If there are safeguarding/Early Support concerns, has a Team Around the Family meeting been held and has the Lead Professional given written agreement?	✓	
If the child is at Child In Need or Child Protection Level has the timetable been discussed at a Core Group Meeting and has the Social Worker given consent?	n/a	
Is there a completed Individual Risk Management Plan saved on the School Pupil Record?	✓	
Has sufficient and appropriately differentiated work been set for those hours the pupil is not in school?	✓	
Have arrangements been made to ensure that the work is marked, assessed and constructive feedback is given to the pupil?	✓	
Have arrangements been made to mark the register with code 'C' when the child is not receiving supervised education?	✓	


- ❖ A maximum of one further period of six weeks should only be agreed in exceptional circumstances with parental agreement and the plan revised to reflect why an extension was appropriate. The plans must be open to Local Authority inspection upon request.



I understand my child has been placed on a temporary reduced timetable for a limited period of time. I have discussed the matter fully with the school, and agree during the period of the temporary reduced 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, safety, and safeguarding of my child when they are not in school



*A reduced timetable can only proceed with parents'/carers' signed consent to the plan and cannot be enforced by a school or insisted upon under threat of exclusion.*

<b>Parent /carer agreement to this plan:</b>	<b>Signature:</b>	<b>Date:</b>
Mrs A Example		23/10/20

During the period of the temporary reduced 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
- Monitor the effectiveness of the temporary reduced timetable
- Hold a review on the agreed date
- Provide work for the student to do whilst at home and mark all work completed

*By submitting this form the school is confirming that the use of a part-time timetable for a limited period has been judged appropriate, review arrangements have been agreed and any safeguarding issues have been fully taken into consideration. A copy of the formal agreement made with parent/carer's signature must be kept at school.*

<b>Head teacher:</b>	<b>Head teacher's signature:</b>	<b>Date:</b>
Mrs A Headteacher		23/10/20
<b>Local Authority Representative – Position within LA:</b>	<b>Local Authority Representative signature –Position within LA:</b>	<b>Date:</b>
Link practitioner		23/10/20



## 7. Temporary reduced timetable matrix

This matrix can be used as a support tool to review the temporary reduced timetable in place, and ensure that it is meeting the appropriate requirements.

Reflection questions	Yes/No	Review/ Comments
Has the plan been created so the pupil is to be on a temporary reduced timetable for no more than 6 weeks, and there is a clear plan for increasing time in school?		
Has a risk assessment been completed and is regularly reviewed with parents/ carers?		
Has the plan been created with agreement from parent/carers and all appropriate involved professionals (including the LA)?		
Have you used the Best Practice Guidelines when implementing the temporary reduced timetable and have you completed the checklist within the documentation?		
Is the pupil engaging well with the reduced timetable and is positive progress being made? Is this recorded and reviewed regularly?		
Are regular reviews and communication between school and parents taking place during the temporary reduced timetable and the phased reintegration?		
Has the temporary reduced timetable been extended beyond the 6 weeks?		
Is there a reason why the best practice guidelines are currently not being met?		
What is preventing the progress of the plan and an increase in time during the reintegration plan?		
Is there currently parental dissatisfaction or concerns expressed by other professionals involved?		
What has prevented the checklist criteria being met?		
What has prevented regular reviews from taking place?		
Is there a clear and evidence based reason why there is no exit strategy or long term plan, and the best practice guidelines and checklist have not been followed?		
A pupil has not made progress which has led to poor attendance for a significant period of time (more than 8 weeks), has external advice around the temporary reduced timetable been sought?		
Is there a reason why the pupil remains on a temporary reduced timetable, when there is clear evidence that continuing with the reduced timetable is having a detrimental effect on the pupil and the family?		
Is there a reason why a child known to be at significantly at risk from harm (i.e. CSE, Radicalisation, abusive situations, LAC, or is subject to a CP or CIN plan?) remains on a temporary reduced timetable?		