**Guidance for Inclusion staff on Reduced Timetables**

There are **no statutory grounds** to support a reduced timetable. However, in **exceptional circumstances** schools may decide to implement one for a time limited period in order to support a pupil who cannot attend school full time.

Reduced timetables must only be used in very limited circumstances.  
 For example:

Where a pupil has a **short-term medical condition** that prevents full- time attendance for a time limited period.

As part of a staged reintegration following an **extended period of absence**.

A reduced timetable may, exceptionally, be introduced as a means of re-establishing a pattern of positive behaviours for learning and attendance where there has been a **marked deterioration in a pupil’s ability to cope** with being at school. The timetable in itself should not be considered to be an intervention. In all cases the reduced timetable should be accompanied by adjustments to the support or provision provided to meet the pupil’s needs. The timetable may also allow for necessary specialist assessments and advice.

When the reduced timetable is introduced, it will only very rarely be appropriate to repeat the arrangement.

Reduced time timetables must **never** be used as an alternative to exclusion.

**Good Practice**

In circumstances where the school consider that it may be necessary to establish a reduced timetable the school should:

1. Undertake a thorough risk assessment and give full/appropriate consideration to safeguarding measures for the duration. The school must carry out a risk assessment before implementation and which should be recorded and available on request
2. Notify the Local Authority and provide a copy of the plan
3. Inform other services who are involved with the family (e.g. MAST, CAHMS, Special Educational Needs)
4. Convene a meeting to discuss proposal for the reduced timetable. This must include the parents/carers. If the pupil is Looked After it must include the Social Worker and a member of the Virtual Education Team. If the pupil has an Education Health Care Plan, inform the SEN Case Officer.

The objectives of the part-time timetable should be clearly understood by all parties. An agreed contract should be agreed and signed.

The reduced timetable should ordinarily last no longer than one half term**. The suggested maximum length of a reduced timetable is 8 weeks**.

Any reduced timetable arrangements should be regularly **reviewed every two weeks** with appropriate documentation and consent.

Provided a pupil is medically fit, the combination of work completed at home and in school must constitute full-time education.

Schools are required to complete the correct documents and then **Must** inform the Local Authority of the timetable.

School should ensure that a check list has been completed to ensure the arrangements for the reduced timetable are robust.

**Alternatives to a reduced timetable**

* Consider if there is health professional advice that might indicate that outreach support from Hospital and Home Education is more appropriate.
* Arrange a consultation with the link Educational Psychologist.
* Contact relevant inclusion services or Early Help for support.
* Look at options for support from other schools or settings in the locality. (Has another school expertise you could tap into or could you arrange for temporary access to staff or provision at another school/setting?)
* Problem solve alternatives through the use of an approach such as a ‘Solution Circle’. (Your link Educational Psychologist can advise on this and provide support)
* Convene a review to put in place adjustments to support and provision.
* Consider if advice or outreach from a special school is possible.
* Options for alternative provision might be considered. (see the Local Offer)
* Ask relevant professionals to provide assessments to better understand the child/young person’s needs.
* If exclusions are likely consider a referral to the Primary Inclusion Panel (PIP) or secondary Inclusion Panel (SIP). Contact Local Authority Exclusion Officers to discuss (detail on page 10 of the guidance).