

Part-time education in school

Guidance for schools

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Overview

Schools and Local Authorities (LAs) have a duty to ensure that children receive a suitable full-time education. If a school fails to arrange suitable provision in line with the legislative framework requirements, the LA must intervene accordingly.

All Schools (including Academies and Free Schools) have a duty to support pupils at school with individual needs alongside their safeguarding responsibilities for all children on their school roll. If children are registered on a school roll they are expected to attend

and access full time provision and if a pupil is not attending full time, the school remains responsible for the pupil's safeguarding and welfare even when off site during school hours.

If there are exceptional situations (see below) where a child is unable to attend school full time and part-time provision is in the **child's best interests**, this should only be in the shortest term possible. Part-time education should be for a maximum of 6 weeks (unless there is a medical condition that warrants this) and be part of a wider plan for a child's full time education and the LA must also be aware of this.

Situations where a part time educational plan (with time period) may be appropriate are:

- a. Medical needs (dependent on medical advice/evidence)
- b. Part of an in-house support plan for behaviour, social, emotional needs (6 weeks maximum)
- c. Reintegration - following school refusal, poor attendance, exclusion, health needs (6 weeks max or with medical advice/evidence)
- d. Integration - Reception pupils (up until statutory school age)

Written agreement from a parent is required as a child must be educated in accordance with a parent's wishes and a risk assessment should be carried out where appropriate as continued absence from school can involve risk. Alongside this, a parent is legally required to secure their child's suitable full-time education by regular school attendance (or otherwise). A written plan (such as a pastoral support plan, behaviour support plan or equivalent) must outline any intention to educate a child part-time and should also be signed by a parent.

Schools should inform the Local Authority by submitting a copy of the actual plan via e mail as soon as part-time educational provision is arranged. This can be in the form of a Pastoral Support Plan, Individual Learning Plan, Personal Education Plan, Education Care Plan etc. but must be signed by the parent/s.

1. Introduction

All pupils of compulsory school age are entitled to a full time suitable education. Luton Council is committed to protecting the right of every child to a full time education and it has a duty to champion vulnerable learners and to ensure that all statutory aged children and young people access a full-time education offer, according to their age, aptitude and ability. We recognise that full time education at school is generally the most satisfactory option for a child.

The term 'suitable education' is defined as efficient education suitable to the child's age, ability and aptitude and any special educational needs the child may have. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. A part-time timetable should **not** be used to manage a pupil's behaviour.

Luton regards the use of reduced learning provision or timetables as a last resort, as part of a graduated approach. 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 full-time, either at school or alternative provision.

There should also be formal arrangements in place for regularly reviewing this 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.

Luton remains committed to children's rights to a full-time education and makes clear the requirements that a reduced hours provision or timetable:

- ✓ Must be in the child's best interests and access to positive educational experiences
- ✓ Be part of a wider education plan
- ✓ Must have a designated member of school staff responsible for the oversight of the plan and the child's engagement
- ✓ Cannot be implemented without the school acquiring written agreement from parent/carer
- ✓ Must only be used as a short-term strategy
- ✓ Have regular reviews and a time plan for returning to **full time** education
- ✓ Assurances have been given to ensure the child is safe (risk assessment)
- ✓ Provides the child with the support they require and is able to return to full time education as quickly as possible.

When considering the child's best interests, it must be borne in mind that a part time timetable will inevitably mean a loss of education leading to potential gaps in learning. When obtaining written consent of parents/carers they must also understand the alternatives and why this option is being taken. These decisions should also be taken in consultation with any other relevant agencies working with the child such as the Virtual School Head Teacher, Special Educational Needs Assessment Team (SENAT), Youth Offending, Health teams or Children's Social Care.

2. Legal overview

Under **Section 19 of the Education Act 1996**, councils have a statutory duty to provide full-time education where a child cannot attend school because of illness, exclusion or 'otherwise' may not for any period receive suitable education unless such arrangements are made for them.

The education provided must be full-time unless the council determines that full-time education would not be in the child's best interests for reasons of the child's physical or mental health.

Under the Education Act 1996 Children must be educated in accordance with parental wishes but when placing a child on a school roll, parents equally have the responsibility of securing their child's full time suitable education by regular attendance at school (or otherwise).

Article 2 of the First Protocol to the European Convention on Human Rights ‘no person shall be denied the right to education’

Statutory guidance ‘Alternative Provision’ says while there is no statutory requirement as to when suitable full-time education should begin for children placed in alternative provision for reasons other than exclusion, councils should ensure children are placed as quickly as possible. The guidance says the commissioner of alternative provision should prepare a personalised plan for the pupil with clear objectives for improvement and attainment, timeframes and arrangements for assessment and monitoring progress.

Statutory guidance ‘Ensuring a good education for children who cannot attend school because of health needs’ says councils should:

- provide suitable full-time education (or as much education as the child’s health condition allows) as soon as it is clear the child will be away from school for 15 days or more whether consecutive or cumulative
- address the needs of individual children in arranging provision and not withhold or reduce provision because of how much it will cost; meeting the child’s needs and providing a good education must be the determining factors
- arrange alternative provision as quickly as possible where it is identified it is required and make every effort to minimise the disruption to a child’s education
- have a named officer responsible for the education of children with health needs and parents should know who that person is
- have a publicly accessible document on their arrangements to meet the duty to children with additional health needs.
- councils and schools can use various legal powers if a child has unauthorised absence from school to improve the child’s attendance under **section 444 of the Education Act 1996**.

The council has a duty to secure the specified special educational provision in an Education, Health and Care (EHC) Plan for the child or young person under **Section 42 of the Children and Families Act 2014**. The Courts have said this duty to arrange provision is owed personally to the child and is non-delegable. This means if a council asks another organisation to make the provision and that organisation fails to do so, the council remains responsible. (R v London Borough of Harrow ex parte M [1997] ELR 62), R v North Tyneside Borough Council [2010] EWCA Civ 135)

Luton has a statutory responsibility to identify and track any pupil missing education or *not accessing full-time education in the usual way*. The regulatory framework for LA areas and schools now includes scrutiny of children who are missing from education, attending provision or school part time or are being offered alternative provision. Ofsted require local authorities to keep a central database of information regarding these pupils for both safeguarding and education purposes; this forms a key part of the **‘Integrated Looked After Children and Safeguarding Inspections’**.

The above requirements are clearly noted in Ofsted’s publication from November 2013 **‘Pupils Missing Out on Education’** This document describes how important it is that both schools (including academies) and local authorities monitor and track all students who access alternative provision. The report defines **Pupils Missing Out On Education (PMOOE)** as:

‘pupils of compulsory school age who are not accessing full time education (either in school or in alternative provision)’

Ofsted says that all schools including academies and free schools '**should** inform the local authority of any part-time education arrangements, regardless of the type of school' and that this information **should** be given to governors so that they 'can challenge the amount of provision being made and evaluate its effectiveness'.

As the document states, 'Everybody must take greater responsibility for knowing where pupils are'

Ofsted school inspection handbook 2023 'If schools use part-time timetables, and pupils are not attending other provision or placements in addition to their school, inspectors will evaluate the extent to which schools monitor these situations and are aspirational and effective in getting pupils into education full time , quickly and in line with DfE guidance. Part-time timetables should not be open-ended and should result in swift full-time education for the pupils....a part-time timetable must be in place only for the shortest time necessary and not be treated as a long-term solution, and may not be used to manage behaviour. The school will need to show inspectors why a part-time timetable is in place for any pupil and that there were plans, from the very beginning, to return to a full-time timetable. Where part-time timetables are being used inappropriately, this may be an unlawful suspension of a pupil (see next paragraph). If a part-time timetable is justified but the school has no clear plans to return the pupil to full-time education, this will likely impact its leadership and management grade.'

Any pupil who is not in receipt of full-time education is deemed to be at risk of missing education, and also vulnerable to abuse and therefore needs to be identified and tracked by schools and local authorities alike. By informing the Local Authority of reduced hours provision in line with protocol, schools are afforded Luton Council's support and safeguards.

Inspecting local authority children's services guidance, 2023 states 'Children and young people who are missing from home, care or full-time school/education (including those who are excluded from school) and those at risk of exploitation and trafficking receive well-coordinated responses that reduce the harm or risk of harm to them.

The local authority has arrangements in place to identify the number of children not in full-time school education and to respond if there are concerns about their welfare. For those who are missing or often missing, there is a clear plan of urgent action in place to protect them and to reduce the risk of harm or further harm.

DfE non-statutory guidance Working together to Improve School Attendance states ' All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their 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 should not be used to manage a pupil's behaviour.

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 full-time, 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.'

DfE School Attendance Guidance 2020, ‘Can a school place a pupil on a part-time timetable?’ As a rule, no. 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.’

DfE Exclusion guidance states that *‘Informal’ or ‘unofficial’* exclusions, such as sending a pupil home ‘to cool off’, are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded. (**‘Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017’**)

3. Safeguarding considerations: Risk assessments

Children not receiving a suitable education are at increased risk of a range of negative outcomes that could have long term damaging consequences for their life chances.

When a child is not engaged in education full-time, it is possible that other behaviour, associations or activity puts them at risk of harm. This could be of their own choice or by the actions of another person or persons influencing their behaviour and choices. They could be the victims of abuse, neglect or crime, including **Child Sexual Exploitation and Criminal Exploitation**. Where there is concern for a child’s welfare this should be referred to Luton Multi Agency Safeguarding Hub MASH@luton.gov.uk or 01582 547653. If there is reason to suspect a crime has been committed, the police should also be involved. We cannot underestimate the protection that engagement in full-time school can provide.

‘Keeping Children Safe in Education’ (DfE, September 2023) identifies *‘Schools...are an important part of the wider safeguarding system for children’ and recognises that ‘safeguarding and promoting of welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play all’ school staff are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. The paper states that ‘all practitioners should consider, at all times, what is in the best interests of the child’.*

Where a child is not in school, their vulnerability can increase. When deciding whether a reduced hours provision is appropriate, consideration must always be given to the welfare, safety of the child/young person and the impact that not being in school full time may have. This must be part of a **Risk Assessment process**. Particular consideration should be given to the increased risk to the pupil of:

- **Child Sexual Exploitation**
- **Child Criminal Exploitation**
- **Substance misuse**
- **Self-harming**

- **Radicalisation, and**
- **Other potential abuse or criminal activity**

If evidence suggests that the child will be exposed to significant risk if not in school, reduced hours provision should **not** be a considered option.

Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parental agreement to any arrangements they make, they are responsible for the safeguarding and welfare of all pupils on roll who are off-site during school hours.

Completing a risk assessment which addresses any actual or potential safeguarding, welfare, offending or harmful behaviour concerns that may result from a change of school attendance is necessary. The welfare of the child is paramount. An exemplar risk assessment is provided. This is **not** prescriptive: schools may want to adapt or use their own school-based risk assessment to meet the needs of their own school community.

There are some groups of children for whom a risk assessment **should** be carried out. These include:

- children who are subject to a Child in Need Plan
- children who are subject to a Child Protection Plan
- children who are Looked After (CiC)
- children who have an EHCP
- children with known Children's Services Involvement, for example, Youth Offending Team, or medical needs including mental health, such as the Child Adolescent Mental Health Service
- children where professionals have safeguarding concerns that have not yet been picked up by social care or other agencies

As part of the risk assessment consultation should be undertaken in the following circumstances

1. Children with an EHCP: The school should consult with Luton SENAT **before** the implementation of part-time education provision.
2. Children Looked After: The school should consult with the attached Educational Professional from the Virtual School (and/or the Virtual School Head Teacher or Deputy Team Manager) **before** the implementation of reduced hours provision. Looked After Children are among some of our most vulnerable pupils and therefore part-time provision should only be implemented in very limited circumstances when all other interventions have been tried.
3. Children in need of protection or open to social care as a child in need: the school should consult with the social worker **before** the implementation of the reduced hours provision. A child's social worker must be in agreement for reduced hours provision.
4. Children open to the Youth Offending Service (YOS) - The school should consult with the YOS worker before implementing a part-time table. If the school has concerns regarding any criminal exploitation/activity/gang affiliation/carrying of weapons/drug dealing etc. they should complete a Luton

4. When might part-time provision be used?

When a child is statutory school age, part-time provision should only be put in place in the **best interests of the child**. This provision occurs in exceptional circumstances - a last resort - after all other interventions have been implemented or due to the child's exceptional medical needs. It is, however, accepted that there are occasions whereby reduced hours provision successfully meets the needs of some pupils, in their best interests, on a short-term basis.

a. Medical reasons (dependent on medical advice)

A pupil has a medical condition and full time education is not considered in the child's best interests. These arrangements would be dependent on appropriate medical evidence as part of a "medical or care plan" agreed between the school and health professionals.

The category of 'medical reasons' covers both physical illnesses such as broken limbs and chronic conditions; it also includes mental health illnesses which can also be linked to severe anxiety or attachment issues and medical evidence of the need for part time education must be provided. Particular care should be given to a child with mental health issues and the importance of a daily routine with positive interaction, which education can provide. The aim, however, remains the same; the school should aspire for the child to be back in full time education as soon as possible. Regular reviews of the plan would be conducted by the school during this period of reduced hours.

In all medical cases, parents have a responsibility to obtain and supply appropriate medical evidence to the school. In addition the Ombudsman's report 'Out of School, Out of Sight, July 2022' states that councils must make their own decisions about a child's need for alternative education, even if there is no evidence or conflicting evidence from other professionals.

b. Part of an In-School Support Package or Plan (6 weeks)

School, parent/carer and other professionals agree that a short-term reduced hours school timetable (6 weeks maximum) would support a pupil who has become disengaged with education. This would be a closely monitored intervention to address and manage the impact of significantly challenging behaviour, emotional or social needs. All appropriate reviews of the plan would be conducted by the school during this period of reduced hours with a view to increasing the hours to full time education.

This intervention would be used when other interventions to re-engage have previously been tried and reviewed. **It would be part of a wider formal education support plan**, for example, a Pastoral or Behaviour Support Plan. Part-time education should only be considered if it is not appropriate for the pupil to achieve a full-time table with alternative provision in addition to school.

c. Reintegration (6 weeks)

As part of a planned reintegration into school following an extended period out of school e.g. following exclusion, non-attendance, health needs or school refusal. This must be reviewed regularly with the expectation that the pupil returns to full-time education as soon as possible within 6 weeks of starting the plan. The reduced hours provision would again be part of a wider formal education support plan, for example, a Pastoral or Behaviour Support Plan.

d. Integration (Reception pupils) (pre statutory school age)

Year R pupils whose parents require less than their full entitlement and the child is non-statutory school age. Children may have part-time education provision until later in the school year but not beyond the point at which they reach compulsory school age.

5. Register coding

DfE Working Together to Improve School Attendance guidance states '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.'

Record the child's attendance accurately on the attendance register by using the following codes:

- **C code** - to be used when a pupil has a part-time timetable that includes sessions which have been agreed not to involve attendance in education (at school, alternative provision, a tutor etc.) The school must be satisfied that part-time attendance is right for the child and 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 only when the pupil is receiving off-site provision, that is supervised and approved by the school (**this code should not be used for any unsupervised educational activity or where the pupil is at home doing school work**) Ultimately, the school are responsible for the safeguarding and welfare of pupils taking part in off-site educational activities, so it would be reasonable to expect that the school would only authorise someone who was answerable to the school to supervise an activity.
- **D code** - to be used where a pupil is registered at **two** registered schools (a home and subsidiary school/can include a Pupil Referral Unit if the child is on roll). For dual registered pupils the part-time plan for children not in receipt of full-time education should be completed by the **home** school, even when attending elsewhere additionally. Exceptions to this rule can be agreed between the home school and the other education provider.
- **S code** - Y11 pupils granted study leave should be marked on the attendance register as authorised absence using code S during public examinations. No other attendance code is suitable for the purpose of study leave. Y11 pupils are of compulsory school age up to the last Friday in June of Y11.

6. Notification process

Notify education.welfare@luton.gov.uk of the intention (or as soon as it becomes operational) of a part time time-table for a pupil by sending the copy of the part-time education plan containing all the relevant information signed by the parent. Please note the school do not have to complete an additional notification form, simply submit the existing written plan for example Pastoral Support Plan, Individual Learning Plan, Personal Education Plan, Education Care Plan but this must be signed by the parent/s. In the event that The LA or the school are subject to regulatory framework scrutiny pertaining to the case of any child accessing a reduced school timetable this sharing of information will be essential for assurance purposes. An example consent form containing all the information required, is attached at the end of this document.

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

- ✓ Be clear that the decision is taken in the **best interests of the child** and attracts the approval of parents and any relevant agencies working with a child.
- ✓ Have the principal purpose as the successful reinstatement of the **child's full time school attendance, re-integration and inclusion.**
- ✓ Have a clear and evidenced rationale for considering a reduced hours timetable as an appropriate intervention aimed at supporting the needs of a child.
- ✓ A detailed Early Help assessment should be in place to establish if there are wider known needs and to identify what support is required from external agencies.
- ✓ Convene a meeting with the parent/carer and the relevant professionals to discuss the proposals and details for reduced hours provision. In the case of Looked After Children, the School's Designated Teacher must liaise with all relevant parties from the Virtual School and Children's Services, with consideration given to amending the PEP as applicable.
- ✓ **Obtain parental permission – this must be granted ahead of the reduced hours provision. If not, this could be construed as unofficial exclusion which is unlawful.**
- ✓ Provide sufficient and appropriately differentiated work for any time where appropriate. Provided the student is medically fit, the combination of work completed at home and in school must constitute full time education. The school should consider how work for when the pupil is not in school will be provided, sent home and marked and how constructive feedback will be given. Also, the school should consider how the pupil will be kept in mind and feel included in school life, e.g. how they will retain contact with their classes, sports teams and key staff.
- ✓ Ensure that arrangements for a reduced timetable do not discriminate against a pupil's access to free school meals.
- ✓ Establish an education support or care plan which should be sent to Luton Local Authority (e.g. Pastoral Support Plan, Individual Learning Plan, Personal Education Plan, Education Care Plan) for the reduced timetable which details:
 - the proposed timetable to return to full-time as soon as possible, building on provision week-by-week up to a maximum of 6 weeks for reduced provision (unless a medical ground proves otherwise).
 - details of the **review schedule** (midway through the reduced hours provision period and possibly more frequently the school will hold a review

- meeting. This will be an opportunity to discuss support and if all the objectives of the reduced hours provision are being met.
- the supportive interventions that will accompany this reduction in time at school (and the full involvement of the child and family in the planning of the PSP); a multi agency approach may be employed here.
 - the aims of implementing a reduced hours timetable: how will the success of the timetable be measured?
 - the named person responsible for the plan and the monitoring of this within the school.
 - the consideration of safeguarding measures for the duration. The school are recommended to carry out a risk assessment before implementation and this should be recorded as a separate document. Certain children **must** have a risk assessment – see guidance above and exemplar risk assessment.
 - At the end of the agreed period of the reduced hours provision the school will have a reintegration review meeting. This will be an opportunity to discuss whether the objectives of the reduced hours provision have been met and to agree any on-going support necessary for the child. Evaluation should be given to whether alternative provision should be considered to meet need.

Schools should send a copy of the education plan and a risk assessment (if relevant) as soon as it becomes operational to education.welfare@luton.gov.uk.

7. Monitoring and reviewing actions

Where appropriate, the LA will provide support and challenge to ensure that reduced hours provision arrangements are compliant with statutory requirements and that the best interests and rights to education of Luton children are being met. Part time provision information is regularly monitored by the LA who will upload this information to children's records, monitor its use and share information with its relevant departments and agencies including Safeguarding as applicable.

School responsibilities:

- Obtain written parental consent to the educational provision and engage parents at the onset as in the absence of parental agreement a part-time time-table cannot be implemented.
- Report the reduced hours provision as soon as it becomes operational by submitting the part-time education plan to the education.welfare@luton.gov.uk
- Monitor the child's engagement with the part-time provision and its effectiveness.
- Monitor the overall use of this strategy within the school, alongside a central record for all pupils on a reduced time-table and ensure there is regular communication, reviews and quality assurance of provision to ensure oversight. The Governing Body or Trustees should also be informed of any reduced timetables and make arrangements for monitoring the use of these.

- Ensure effective communication with parents/carer (and LA as necessary) with regard to progress towards full-time reintegration to school.
- If a child is still on a part-time programme after 6 weeks (unless there is a medical reason with supporting medical evidence) the school should:
 - 1) Arrange a multi-professional review to organise full time education. Any extension to the 6 week plan should only be in exceptional circumstances with parental agreement and the reason noted. If part-time education was introduced due to a behavioural difficulty, it will rarely be appropriate to repeat the intervention and a different strategy should be deployed; and
 - 2) Inform the LA if a child is not back in school full time after 6 weeks via the education.welfare@luton.gov.uk e mail address.

Local Authority responsibilities:

- Maintain a central record of all pupils not accessing a full-time education.
- To share this information internally amongst officers as part of the statutory duty for school monitoring processes and record information where any schools may not have reduced hours provision information available.
- The information is recorded by the LA who will upload reduced hours provision information to children's casework records, and share information with its relevant departments and agencies including Safeguarding as applicable. Where appropriate, the LA will provide support and challenge to ensure that reduced hours provision is compliant with statutory requirements and that the best interests and rights to education of Luton children are being met.
- If a statutory aged child remains on a part-time table beyond 6 weeks (unless there are appropriate medical grounds) the matter should be referred to the School Improvement Team for consideration of reviewing with the school and if the concerns remain this will be escalated as may be required within the regulatory framework.
- If a child is discovered on a part time table that has not been reported through the correct process this should be referred as a child who remains on a part-time table beyond the 6 week timescale.

8. Frequently Asked Questions

Can a school place a pupil on a part-time timetable?

As a rule, no. 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.

Are pupils entitled to study leave?

No. Study leave should not be granted by default once tuition of the exam syllabus is complete, and study leave should only ever be granted to pupils in year 11. If schools do decide to grant study leave, provision should still be made available for those pupils who want to continue to come into school to revise.

All pupils are different and have different requirements and preferences when preparing for examinations. Some schools do seek alternatives to study leave as they recognise that some pupils do not have the skills, or are not inclined, to make the best use of unsupervised and unstructured revision time. However, many schools also recognise that study leave is a chance for pupils to develop their independent study which will help them when they move to post-16 provision, where a self-study approach is commonly used.

How should schools record the attendance of pupils on study leave?

Y11 pupils granted study leave should be marked on the attendance register as authorised absence using code S. No other attendance code is suitable for the purpose of study leave. Y11 pupils who are 16 years old are of compulsory school age up to the last Friday in June and must be marked on the attendance register accordingly.

NB After the official exam start date, for Yr 11 pupils on study leave there is no need to submit a data collection form for children not in receipt of full-time education.

Should provision for an excluded pupil with more than 5 days of exclusion be full-time?

Yes, since September 2007 maintained schools (including Academies and CTCs) and Local Authorities' Education Centres have been required to provide suitable full-time education from and including the sixth day of any period of exclusion of six days or longer. Full-time education means supervised education equivalent to that provided by mainstream schools in the area.

Appendix A: Reduced hours provision individual pupil risk assessment

To be completed by the person who will be overseeing the pupil's reduced hours provision **before** any agreement is made with parents. See separate parent/guardian consent form.

In line with the school's safeguarding responsibilities, it is important that the school carries out its own assessment to ascertain that it is safe for the child not to be in school full time. It is recommended that a visit to the pupil's home is made and clear information obtained about who is responsible for the child when he/she is not in school. This should be in liaison with Children's Services, Virtual School, YOS or SENAT if the child is open to any of these services/ teams.

Additionally, schools need to be mindful to the risks associated with the logistics of new transport arrangements for the child who may be accessing school at different times chaperoned by different members of the family or other parties. Schools will need to be clear on collection and arrival arrangements. This detail can be written into the risk assessment below.

Pupil name:	
Date of birth:	
Year group:	
School:	
Completed by:	
Completed on:	
Date for review:	
Review details:	

Identification of risk

Risk 1 Describe the risk

Is the risk potential or actual?

Who is affected by the risk?

Risk 2 Describe the risk

Is the risk potential or actual?

Who is affected by the risk?

Risk 3 Describe the risk

Is the risk potential or actual?

Who is affected by the risk?

Assessment of risks

Risk 1 In which situation does the risk usually occur?

How likely is it that the risk will arise?

If the risk arises who is likely to be injured/hurt?

Risk 2

In which situation does the risk usually occur?

How likely is it that the risk will arise?

If the risk arises who is likely to be injured/hurt?

Risk 3 In which situation does the risk usually occur?

How likely is it that the risk will arise?

If the risk arises who is likely to be injured/hurt?

Risk reduction: Proactive and reactive

Proactive interventions to reduce / prevent risk For example:

- Daily contact with child/parent.
- Single point of contact.
- Weekly feedback/updates.
- Behaviour management plan.
- Safe place and trusted personnel at difficult times.
- Home visit.
- Travel and collection plan/timetable.
- Liaison with outside agencies.
- Other.

Early interventions to manage risk

Identify exactly what an adult will immediately do if the risk is observed. This may include environmental adaptations, distractions or agreed strategies

Identify exactly what an adult will do if the risk is reported to them by a child:

Interventions to respond to adverse outcomes

For example:

- Incidents to be logged, dated and signed according to safeguarding protocols.
- Designated school adult.
- Contact parents.
- Contact other agencies.
- End reduced hours provision.
- Other.

Does the Risk Assessment need to continue: Yes/No

Are there any additions/alterations to the Plan: Yes/No
If 'yes' list these here:

Risk Assessment reviewed on:

Is a further Review required: Yes/No

Agreed Date:

Appendix B: Part-time timetable consent form

Part-time timetable consent form

Child's name: _____

UPN: _____

Ethnicity: _____

Date of birth: _____

Gender: _____

Year group: _____

School: _____

Is the child looked after by Luton Council or any other local authority? _____

If yes, which LA? _____

Is the child subject to a Child Protection plan? _____

Is the child subject to a Child In Need plan? _____

Does this child have an Education Health Care Plan? _____

Has the pupil had a part-time timetable before, if yes when? _____

Name of parents/carers: _____

Name of lead person in school: _____

Name of social worker: _____

Name of SEN caseworker: _____

Name of virtual school representative: _____

Name of EWO: _____

Name of YOS worker: _____

Reason for the part-time timetable/interventions
tried: _____

Date of meeting agreeing the part-time timetable: _____

Start date of part-time timetable: _____

Number of weekly hours in education: _____

Review date of part-time timetable: _____

End date of part-time timetable: _____

Timetable

Monday	Tuesday	Wednesday	Thursday	Friday

Objectives of the part-time timetable or interventions to support:

Any other comments relating to this part-time timetable:

I understand my child has been placed on a part-time timetable for a limited period.

I have discussed the matter fully with the school and agree, during the period of the part-time timetable to:

- Take full 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 between school and home for marking and guidance.
- Take full responsibility for the health and safety on my child when they are not in school.

Signature

(Parent/Carer)

Date

.....

During the period of the part-time timetable the school will:

- Monitor the effectiveness of the part-time timetable.
- Hold a review on the agreed date.
- Provide work for the child to do whilst at home and mark all work complete.

Signature
(School) Date

Other signatures (if required):

SEN Caseworker Date

Social Worker Date

Virtual School Rep Date

Education Welfare Officer Date

YOT Officer Date

This form should be retained with the pupil's school records