

Enterprise Learning Alliance

Adapted Timetable Policy



Version Control

Date	Approval Date	Review Date
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Summary of key points

- The ELA have a statutory duty to provide full time education for all pupils. However in very exceptional circumstances there may be a need for a temporary adapted timetable to meet a pupil's individual needs.
- An adapted timetable means by agreement with the pupil, parent/carer and school, the number of hours spent in education are adapted for a time limited period probably of no more than six- eight weeks.
- The head teacher OR THEIR SLT REPRESENTATIVE must agree an adapted timetable.
- The child's parents/carers must agree an adapted timetable.
- The LA SEN Service must agree an adapted timetable for children with SEN.
- The Specialist Children Service must agree an adapted timetable for looked-after children.
- The arrangement for pupils with medical needs must follow Kent Health Needs guidance
- A risk assessment must be completed.
- A clear action plan for improving education must be in place.
- A member of SLT must authorise an adapted Programme. SLT will inform Kent PIAS and register via the Digital Front Door if the adapted programme reduces a pupils learning hours.

Rationale

This policy is intended to support **The Enterprise Learning Alliance** in the appropriate use of adapted timetables within the current legal and safeguarding framework, for pupils deemed medically fit to attend school. This policy follows the principals of the report, *Pupils Missing Out on Education*, published by Ofsted in November 2013.

This policy should be followed in conjunction with Kent County Council's Health (Medical) Needs guidance should the adapted timetable arrangement being made for those deemed not fit to attend school due to a medical reason.

For children with Special Educational Needs, the national and local SEN legislations, regulation and guidance should also be followed. Local Authority online support website KELS I provides the updated information on SEN statutory requirements and local procedures:

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/sen-forms>

Furthermore, when working to achieve continuous improvement in educational attainment, schools should also take account of and act upon the DfE school safeguarding guidance - Keeping Children Safe in Education (DfE, 2016) in order to safeguard the well-being of all children and young people and to reduce the likely risk to the school of charges being made in respect of a failure to educate.

To ensure that the application of an adapted timetable is time-limited and that re-integration to full-time education occurs swiftly and is appropriate to the pupil's personal needs, abilities and circumstances, **The Enterprise Learning Alliance** is implementing this procedure as a whole school policy.

The Enterprise Learning Alliance has a statutory responsibility to ensure that all pupils on their roll receive a full educational entitlement and achieve good outcomes.

In very exceptional circumstances, where the needs of a pupil require it, (for reasons outlined below), it may be reasonable for **The Enterprise Learning Alliance** to consider placing a pupil on an reduced timetable for a short period. As the pupil's ability to cope improves, unmet needs are addressed and the offer is adapted, the pupil will be re-integrated quickly into full-time education.

For the purposes of this policy, an adapted timetable means by agreement with the pupil, parent or carer and school and where necessary the local authority, that the number of hours spent in education is adapted for a time-limited period of no more than six- eight weeks. **The Enterprise Learning Alliance** will evaluate any adapted timetable after a period no later than 2 weeks.

The Enterprise Learning Alliance will take account and act upon the following guidance in order to continue to improve standards of educational attainment, safeguard the well-being of all children and young people and reduce the likelihood to the school of charges being made in respect of a failure to educate. All pupils will receive full-time education consistent with their Key Stage.

An adapted timetable will only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted.

When might an adapted educational provision be considered?

1. As part of a planned re-integration into school following an extended period out of school following exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools (although this should not be the norm for managed moves).
2. Where a medical condition (physical or mental health) or family bereavement prevents a pupil from attending full-time education and an adapted timetable is considered as part of a re-integration package
3. As 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.
4. Where a pupil has a short-term medical condition (physical or mental health) or family bereavement that prevents full time attendance for a time-limited period.
5. Where a pupil joining the school has significant needs and an adapted timetable would support his or her entry into the school and school routines.
6. in other very exceptional circumstances as agreed by the Headteacher

The ELA regards adapted educational provision as the last resort and least desirable method of managing pupils at risk of exclusion. This 'intervention' is viewed as highly intrusive and may only be chosen – if at all – after other strategies have been implemented and exhausted and the Best Practice Guidance is adhered to.

1. Children with SEN or HNF must not be placed with an adapted timetable unless such an arrangement is agreed to by Kent County Council's SEN Service.
2. Without an agreement from the Specialist Children's Service, Children who are looked-after must not be placed on an adapted timetable.
3. . The agreement has a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. An adapted timetable must not be treated as a long-term solution to a problem.

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In circumstances where the school considers that it may be necessary to establish an adapted timetable for a pupil, **The Enterprise Learning Alliance Senior Leadership Team will:**

- Meet the Local Authority's expectation that all occurrences of adapted timetables will be signed off by the school head teacher or an appropriate person having completed the checklist (see, appendix 1)
 - For pupils supported with the Higher Needs Funding (HNF) or an Education Health Care Plan (EHCP)/SEN Statement, the adapted timetable must be signed off by the Area SEN Manager
- Notify the Local Inclusion Forum Team (LIFT) of its intention to implement an adapted timetable for a pupil, via the Kent Education Learning and Skills Information (KELSI) website. (Search adapted timetables).

The Enterprise Learning Alliance Middle Management Team (Appropriate Head of Centre) /SENCO will:

Organise a meeting for a pupil with an Education, Health and Care Plan to discuss proposals for an adapted timetable and seek written agreement from both the parent or in the case of a Looked After Child; Virtual Schools Kent (VSK) or the allocated Social Worker

- Establish a Pastoral Support or Personal Education Plan for the pupil, which takes account of the minimum standards and good practice below. Plans should include a liaison with the child and take into account the facilities to support the re-integration process, and outreach support where available
- Have considered submitting an Early Help Notification to establish if there are wider needs and to be working with local services (e.g. Early Help and Preventative Services) to support the pupil.
- Be satisfied that suitable arrangements are in place to ensure the safeguarding and care of the pupil during the period when they would otherwise have been expected to be in school and secure a written agreement from the parents or carers about who is responsible for the welfare of the student for the sessions in question.
- Complete a risk assessment which addresses any actual or potential safeguarding, welfare, offending or harmful behaviour concerns that may result from a change in the pattern of school attendance.
- Take action to ensure that the impact of an adapted timetable on travelling and transport arrangements does not discriminate against the pupil or impede their access to education.
- Ensure that arrangements for an adapted timetable do not discriminate against a pupil's access to free school meals.
- Take account of the number of hours of support that have been named in an Education and Healthcare Plan statement of special educational needs, in order that they continue to meet their statutory obligations.
- Ensure that arrangements for education set out in the plan are inclusive and that the pupil is able to participate in the universal offer during the re-integration.

- Agree with the pupil and parents or carers a route back to a full educational entitlement by clearly defining objectives, milestones and support for the duration of the plan.
- Set a specific target for resuming full educational entitlement within a period of no longer than eight weeks with a review at least every two weeks. This could preferably be over a period in which the time in school increases steadily and incrementally in order to prevent further disaffection
- Ensure the school provides appropriate work for the pupil when not in school which is then marked and relevant feedback provided;

Monitoring and reviewing a adapted timetable

The Enterprise Learning Alliance Senior Leadership Team will:

- Ensure the central record by the Local Authority is updated by meeting their responsibility to record and submit children who are not receiving full time education via the Digital Front Door so it can monitored centrally
- Respond to the Kent County Council's Management Unit email from school.census@kent.gov.uk regarding nil returns of pupils on RTT for the current school term. If you do not have nil return for the current term, then you should record the information via the Digital Front Door online form as soon as you have the information
- Notify the Local Inclusion Officer of an adapted timetable immediately by completing the on-line form.

The Enterprise Learning Alliance Middle Management Team (Appropriate Head of Centre) will:

- Record the pupil's attendance, using the appropriate registration code, in order that both the school and KCC can monitor when the pupil began and ended
- Establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff.
- Keep a central record of the attendance of all pupils on adapted timetables and review and monitor so that the information is available to school leaders, mainstream allocated school & management committee.
- Ensure effective communication with parents or carers and key professionals with regard to progress towards the pupil's full re-integration to school.
- Complete the Risk Assessment which addresses any actual or potential safeguarding, welfare, offending or harmful behaviour concerns that may result from a change in the pattern of school attendance is essential. The ELA use their own Risk Assessment template to meet the needs and risk of their school community.

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.

Consideration must be given to the safety and wellbeing of the child as well as the entitlement to full-time education – the welfare of the child is paramount.

These factors must be taken into account when undertaking a risk assessment:

- The child is 'looked after' by the local authority (Social Care must be consulted)
- The child is subject to a Child in Need or Child Protection Plan – or concerns (Social Care must be consulted)
- The risk of the child / young person to CSE as this will increase their vulnerability.
- The risk of the pupil engaging in criminal activity (Youth Offending Team should be consulted in the case of known offenders)
- The risk of substance misuse (Substance Misuse Service should be consulted in the case of known substance misusers) while not in receipt of education during the school day.
- The risk of radicalisation is something schools should always consider – vulnerability to this is increased as the child / young person may become more accessible, but also isolated and disengaged and therefore susceptible to being groomed.

Monitoring and reviewing an adapted educational provision:

The ELA is required to:

- Notify the LA's PIAS, via the Digital Front Door of an adapted educational provision immediately. A completed and signed off checklist (Appendix 1) needs to be attached to the notification.
- Record the pupil's attendance, using the appropriate registration code; in order that both the school and Kent County Council can monitor when the pupil began and ended their adapted educational provision (see Appendix 2)
- Establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff.
- Ensure effective communication with parents or carers and key professionals with regard to progress towards the pupil's full re-integration to school.
- The Area Team of PIAS Service will monitor the adapted timetable as part of Inclusion and Attendance Strategy.

Process Table for Implementation of Adapted Programmes

Using the above policy detail, the 'process overview' for implementing an adapted programme **when every other avenue to ensure a pupil receives their full-time education has been exhausted** is:

Responsible Person	Reporting to	Detail	Time bound
Head of Centre	Senior Leader	Propose programme plan with case study/evidence of reason for adaption	Prior to implementation
Senior Leader	Head Teacher	Evaluate/Adapt/Agree Plan	Prior to implementation
Senior Leader	Local Inclusion Officer	Complete online adaption E Form	Start of programme
Head of Centre	Parent/Carer/Social Services	Meeting to discuss programme	Start of programme
Head of Centre/Parent/Carer		Agree safeguarding agreement is in place with Parent/Carer	Prior to start of programme
Head of Centre	Data Analyst	Ensure attendance is recorded according to LEA guidelines	Throughout Programme
Head of Centre	Senior Leader/Parent Carer	Ensure time bound review/adaption of programme	Max. 2 week review from start/review date
Senior Leader	Head Teacher	Evaluate/Agree time bound review/adaption of programme	Max 2 weekly review from start/review date

Flexi-schooling

An adapted timetable is different to flexi-schooling. 'Flexi-schooling' refers to a combination of school attendance and home education. Parent/carer(s) interested in teaching their children at home, either full-time or part-time should discuss these options with the school. Headteachers must accept requests for full-time home-schooling but can refuse to allow part-time home-schooling (flexi-schooling).

Research

The disruption to learning caused by poor pupil behaviour is an on-going challenge for schools. Three recent reports by the Children's Commissioner on the illegal exclusions of disruptive pupils has drawn attention to the way in which schools deal with difficult behaviour, and highlighted the need for schools to ensure they follow correct procedures and act early to intervene when problems arise.

The three reports are as follows: They never give up On You, published 19 March 2012: Overview of legal and educational issues.

http://www.childrenscommissioner.gov.uk/content/publications/content_561

They Go the Extra Mile, published 20 March 2013: a study of inequalities exclusions, with particular regard to disability, ethnicity, gender and poverty,

http://www.childrenscommissioner.gov.uk/content/publications/content_654

Always Someone Else's Problem, published 24 April 2013: illegal exclusions

http://www.childrenscommissioner.gov.uk/content/publications/content_662

The School Exclusions Inquiry report follows eight months of work gathering evidence from the Government, local authorities, Ofsted, Mencap and other organisations, and from visiting schools across England.

DfE/Ofsted Statutory and Non-statutory Guidance

Pupils Missing out on Education - issues and guidance on the use of adapted timetables within schools. (Ofsted, 2013)

<http://dera.ioe.ac.uk/18825/1/Pupils%20missing%20out%20on%20education.pdf>

SEN Code of Practice (DfE, 2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Keeping Children Safe in Education (DfE, 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Statutory Guidance - School exclusion (DfE, 2012)

<https://www.gov.uk/government/publications/school-exclusion>

Non-statutory Guidance: Attendance Advice for Schools (DfE, 2016)

<https://www.gov.uk/government/publications/school-attendance>

Statutory Guidance - Education for children with health needs who cannot attend school (DfE, 2013) <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannotattend-school>

Appendix 1

[Guidance-for-Schools-on-the-Use-of-Adapted-Timetables.pdf \(kelsi.org.uk\)](#)

Appendix 2: Recording attendance

It is important that schools act to ensure that the DfE regulations in respect of attendance are correctly observed for pupils on an adapted educational provision. The registration codes applied will depend on the precise arrangements for providing education.

Registration codes

C Code

If the adapted time table involves reducing a pupils hours within school, the school has to agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence

The sessions agreed not to involve attendance should be recorded as authorised absence. The school should be satisfied that appropriate arrangements are in place for the care and welfare of the pupil during the time when they would otherwise be at school. This is particularly important for pupils in the Primary phase.

B Code

To be used if the pupil is receiving off-site provision, approved by the school, including any work experience forming part of the aforementioned alternative provision. A pupil marked 'B' should be present at another institution or appropriately supervised activity agreed by the school. The school should establish robust arrangements with other providers to promote the effective and timely sharing of individual pupil attendance information, to ensure they fulfil their legal and safeguarding responsibilities and apply the correct registration codes.

W Code

To be used if a pupil, in the final two years of compulsory education, is attending an approved work experience placement and is otherwise attending sessions at school. Attendance monitoring arrangements should reflect those applied for off-site provisions as above.

