



CYFLAWNI **TEGWCH** A RHAGORIAETH MEWN **ADDYSG** A **GWELL LLES** I BAWB

EQUITY AND **EXCELLENCE** IN **EDUCATION** AND **ENHANCED WELLBEING** FOR
ALL

Reduced Time-Table Policy

Revised: September 2022

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Purpose

This document is intended to support all schools, Pupil Referral Units (PRUs) and other educational settings within the current legal and safeguarding framework for pupils medically fit to attend school.

Please note: This does not refer to nursery/reception children who are placed on a staggered intake.

Summary

There is no statutory basis upon which to establish a reduced timetable, however in exceptional circumstances, schools may need to implement a reduced timetable in order to support a pupil who cannot attend school for a short period of time. Schools, PRUs and educational settings have a statutory duty to ensure all pupils on their roll receive a full-time educational entitlement and achieve good outcomes.

In exceptional circumstances where a pupil requires a reduced timetable for a short period of time, a Pastoral Support Plan (PSP) must be in place. For schools looking to place pupils on pre 16 Extended Work Placements (EWP) in Rhondda Cynon Taf, a PSP is required. Please refer to Appendix B with regard EWP.

The PSP is a school-based intervention to help individual pupils to better manage their behaviour and to identify any support mechanisms which need to be put in place. The PSP should identify precise and realistic behavioural outcomes for the child to work towards. PSPs can also be used in other circumstances, such as a managed move or returning to school from a long health related absence.

The Law

All children, regardless of their circumstances, are entitled to a full-time education which is suitable for their age, ability, aptitude and takes account of any additional learning needs (ALN) they may have. The local authority has a statutory duty to secure a full-time education appropriate to their needs for all pupils deemed fit for school.

Welsh Government recommends that schools should offer all pupils the following required number of hours per week of education provision:

Reception and Years 1 to 2	-	21 Hours
Years 3 to 6	-	23.5 Hours
Years 7 to 10	-	24 Hours
Year 11	-	25 Hours

All schools must be open to pupils for no less than 380 sessions (190 days).

For pupils deemed not fit to attend school because of medical issues the Schools' Healthcare Policy and the Local Authority Education Other Than At School (EOTAS) policy will apply.

Use of Reduced Timetables: When can a reduced timetable be used?

Schools have a statutory duty to provide a full-time education for all pupils. Schools can face legal challenge if this is not the case.

A reduced timetable can be used in exceptional circumstances, where every other avenue has been exhausted, for example:

- Where a school has explored all options to ensure the pupil attends regularly;
- As part of a planned reintegration into school following an extended period of exclusion;
- As part of a planned reintegration after a period of low or non-attendance;
- As part of a managed move process;
- Following an extended absence due to ill health or medical reasons;
- As a temporary measure to manage significant challenging behaviour or social and emotional needs.

Pastoral Support Plans

A Pastoral Support Plan (PSP) must be used to facilitate a reduced timetable and must contain the following:

- Key information about the pupil;
- The responsible staff member as this is a school based support measure;
- The date of the PSP and reviews (over a 6 week period);
- The pupil's view of what is going well and what isn't;
- The school's view of what is going well and what isn't;
- The parent(s)/carer(s) view(s) of what is going well and what isn't;
- The action plan (what, who, when etc);
- The review(s) of progress.

Process for considering a reduced timetable

In circumstances where it may be necessary to consider a reduced timetable for pupils, the school should:

- Be satisfied that a reduced timetable is an appropriate intervention based on the needs of the child;
- Ensure that there is a clear and evidenced rationale in place;

- Ensure that a reduced timetable is only pursued in consultation and agreement with parent(s)/carers
- Ensure all other agencies who support the pupil are aware of the reduced timetable and invited to participate in the PSP;
- Be satisfied that suitable arrangements are in place to ensure safeguarding and care of the pupil during the period when they are not expected to attend school, including collection and drop off outside normal school timings;
- Consider carefully any Additional Learning Provision (ALP) in place for the child, for example visiting therapist, additional support hours, specialist intervention;
- Ensure that arrangements for a reduced timetable do not reduce a pupils' access to other opportunities such as Careers Guidance or key worker support;
- Ensure that arrangements do not conflict with the sitting of public examinations.

Early Years

Schools should take all reasonable steps to be aware of any barriers to learning a child may have prior to starting school through liaison and careful transition planning families and relevant professionals.

- Early Years children (Nursery and pre-Nursery) can be on a reduced timetable as part of a transition plan. This does not need to be recorded via the Portal but a written document should be prepared and agreed.
- Children on a temporary reduced timetable as part of transition should not be on this for longer than 4 school weeks and it is expected that time will increase weekly during this period.
- Any Early Years child remaining on a reduced timetable after four weeks would need to be recorded as having a reduced timetable and adhere to the processes set out in this policy
- All children accessing non-statutory provision (Nursery and pre-Nursery provision) in a school are entitled to have the same access as their peers. If a non-statutory child is on a reduced timetable (different to their peers) this must also be recorded in line with this policy
- Schools should consider if they need to take any additional steps to support making effective provision for example, LSS drop-in sessions, accessing training, EPS support line. Timescales to accessing these services should not be considered a legitimate reason to extend a reduced timetable.

Record Keeping, Review and Monitoring

The school must:

- Record the pupil's attendance using the appropriate code in order for the Attendance and Wellbeing Service to monitor overall attendance and progress;
- Use the code 'C' when the pupil is not expected to attend. A red flag must be applied within the SIMS system and reason provided, e.g. a reduced timetable for a period of time. ***This must not be masked by use of any other code.*** Ensure that the member of staff named on the PSP will be responsible for communication with child, parents/carers and other agencies;
- Ensure that the named member of staff on the PSP has the responsibility to review and monitor the PSP.
- **Give notice of the decision to begin, review and cease a reduced timetable by completing the Reduced Timetable form on the portal. This information will be monitored and reviewed by the Access & Inclusion Service and the Attendance and Wellbeing Service.**
- If a Reduced Timetable is not reviewed, updated or ceased at the end of the 6 week period, the school will receive an email requesting the school action the update. Should this not be completed then this will be followed up with a phone call for further discussion. Further lack of action will result in a visit to the school by a Senior Officer.

Please note: The review period cannot be longer than 6 weeks.

The local authority will:

- Ensure that pupils on a reduced timetable are appropriately recorded and monitored via the pupil's attendance register.
- Maintain a central record of all pupils not accessing a full-time education who have reduced timetables via the portal.
- Follow up with schools not following the Reduced Timetable policy.

Reduced Timetable Policy Flowchart



Pre 16 Extended Work Placements (EWP) in Rhondda Cynon Taf

This guide is intended to support schools with responsibilities for organising and managing extended work placements for pre 16 learners. There is good evidence (Gatsby) that a work experience placement can have a huge impact on a learner's understanding of the realities of work such as expected behaviour and the functions of a workplace as well as providing first-hand experience of the skills and personal qualities required in that sector. This can be of particular importance in broadening the horizons of those students who may have limited experiences of the world of work within their families and communities. Such experiences can also help in the exploration of career opportunities and can help to further inform future career planning. However, extended work placements can also be of benefit to a smaller number of learners who have become disenfranchised by the scholastic system and may be an important part of an alternative provision programme.

Should you require any further guidance on EWPs please contact Martyn.Silezin@rctcbc.gov.uk

BEFORE THE PLACEMENT	
DURATION	It is recommended that the placement should not exceed three days in any school week. Provision should be in place for learners to continue studying for literacy and numeracy qualifications. Hours should not be excessively long, and unsocial hours should be avoided
CONSIDERATION	EWPs should be a measured response and all efforts should have been exhausted in the process of motivating the learner to remain in the scholastic environment. This includes participation in all benchmarks of the Gatsby.
PERSONAL SUPPORT PLAN	An appropriate Personal Support Plan needs to be in place to ensure that the learner is best supported and may get the most out of the placement.
INFORM THE LA	All EWPs should be identified to the relevant RCT officer using the email Martyn.Silezin@rctcbc.gov.uk and registered through the RCT Portal along with any other reduced timetable activity.
RISK ASSESSMENT OF THE WORKPLACE	A suitable risk assessment, including any prevailing conditions, should be undertaken by a suitably qualified person before the placement commences. The RCT education and employment team can assist with this using the email Work.Experience@rctcbc.gov.uk

OVERALL RISK ASSESSMENT	The school still retains the duty of care to the learner and must balance all the risks associated with the placement before proceeding. This would include the travel arrangements, safeguarding, possible benefits to the learner and any other risks that may be prevalent at that time. The school should also be mindful of any restrictions that may be imposed by the Welsh Government and not to require learners to break that advice. If in doubt, then the school should consult the LA.
BRIEFING PARENTS/GUARDIANS	Parents/guardians may be key to ensuring the success of a placement and should be involved in the establishment of the placement. This can be achieved in a variety of ways, but it is essential that a suitable agreement is signed by the parents/guardians before commencement.
BRIEFING EMPLOYERS	It is essential to prepare the employer in the needs of the school and the learner so that they may best use the opportunity. Having suitable challenge and engagement activities whilst on the placement will be key to the success.
INSURANCE	It is essential to affirm that there is a current Employer's Liability Insurance in place.
EMERGENCY CONTACT	The learner, parent/guardian, school, and employer need to be aware of what the arrangements are in the case of emergency. This may mean creating an 'on call' system so that communication may flow effectively.
PREVENT DUTY	All schools should consider the need for disseminating awareness of this and encourage participation in training where appropriate.
CONDUCT DBS	It is a legal duty for all schools to adhere to the legislation around this and to ensure that relevant adults have the appropriate clearance. Guidance on this may be obtained from https://www.gov.uk/government/organisations/disclosure-and-barring-service
PAYMENT	Learners must not be paid by the employer during their placement and may invalidate insurances if they do so. However, contributions towards travel or sustenance may be acceptable if it occurs during working hours.
PRE-PLACEMENT INDUCTION	Learners should be given clear instruction as to the expectations of the employer and the school during the placement. This should include the use of telephones, social media, confidentiality, safety, and security. The learner should also be made aware that they are still obliged to follow the IT policies of the school covering the use of IT equipment and use of social media. This may be an appropriate time to ensure that the employer is aware of any names, contact numbers and health concerns. The learner and the parents/guardian

	should, in turn, receive names address, contact details, duties, days and hours to be worked, arrangements for breaks and any clothing or equipment requirements. A signed declaration of understanding would be advised.
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DURING THE PLACEMENT	
MONITORING	The school retains a duty of care to the learner and regular visits to review the environment for risk is strongly advised. Opportunities for the learner, parent/guardian and the employer to feedback will only increase the potential for the placement to succeed.
ATTENDANCE	The school must closely monitor the attendance of the learner daily. This may be achieved through several ways and the school should select the appropriate means. Attendance at an extended work placement should be recorded on SIMS using the character B or an agreed subset.
EMERGENCY CONTACT	This should have been established before the placement, but arrangements need to be in place to ensure all parties are aware of any changes as they may occur.
REVIEW	Opportunities should exist for the learner to reflect on their experiences and to relate to their career plans. The learner should still be able to access career and other wellbeing advice as well as having opportunities to engage in other activities that may benefit them.
QUALIFICATIONS	The school may wish to consider providing access to a pre-employment qualification whilst the learner is at the placement