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## **Understanding Part Time Timetables- The Legal Context**

### **Statutory Guidance and the Legal Framework**

The guidance on the use of part-time timetables and exclusions is very clear :

**“In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual need.”**

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 reintegration package.

A part-time timetable must not be a long term solution.

Any part time timetable or pastoral support programme or other agreement must have a time-limit by which the pupil is expected to attend full-time or be provided with an alternative provision.

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

## Other legal requirements:

- Headteachers and Governing Boards have a shared statutory duty to ensure that their schools act within the law at all times.
- A Parent/carer must consent to the application of a part-time timetable and be clear that they are taking responsibility for the pupil when s/he is not in school and guarantee they are supervised off site.
- A timetable should be for the least time possible.
- A part-time time table should only be used for a pupil with an EHCP in very limited circumstances and with agreement of the Local Authority SEN casework team.
- A pupil should not be put on a part-time timetable because of their special educational need as this may constitute discrimination.
- Part- time timetables that DO NOT have clearly defined objectives, a specified end date, a review process and/or the consent of parents/carers may constitute an illegal exclusion.

# Part-Time Timetables Bexley Context



## Some definitions and explanations

### Children Missing in Education

**Children Missing Education (CME)** refers to ‘any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education.

A child is classed as a Child Missing Education if they are:

of compulsory school age **and**

not on a school roll **and**

not receiving a suitable education otherwise than being at school, for example, at home, privately or in alternative provision.

**CME also includes those children who are missing (family whereabouts unknown), and are usually children who are registered on a school roll or alternative provision.**

This might be:

A child who is not at their last known address

# Part-Time Timetables Bexley Context



## Children Missing in Education

### Bexley Context

Currently in Bexley (Feb 21) there are 29 pupils on the CME register, some of these students may require a part time timetable to reintegrate into a school once a place has been found dependent upon circumstance.

### Part –Time Timetable Scenario.

“ Billy Year 10 was permanently excluded from his secondary school and his parents declined the 6<sup>th</sup> day alternative provision in Bexley, which meant he is classed as CME and has received no intervention following the exclusion. In order to reintegrate and for Billy to be successful in his new placement having been out of school for over 3 months a PT timetable is put into place to ensure success with a range of interventions with an end date of 12 weeks. “ Consent was given and Billy successfully reintegrated full time back into school.

# Part-Time Timetables Bexley Context



## Pupils Missing out on Education -PMOE

In every local authority area there are children and young people **who do not, or cannot, attend full-time school education in the usual way.** These children are **on a school roll** but are not attending school full time or are attending alternative provisions.

**Since November 2013, Ofsted requires every LA to keep a centrally held register of all children who are missing out on education. (School place available and on roll but not attending fulltime)**

The LA tracks and monitors the flow of PMOE pupils monthly to ascertain how, why and when we can ensure that these pupils can have full access to 25 hours of Education a week.

On average we are reviewing between 260-400 Children & Young People/cases per month. All cases are RAG rated according to attendance and child circumstances. Teams within the LA work collaboratively on resolving matters for individual learners and their families, ensuring fulltime attendance at their education setting is supported/enabled.

**We have a PMOE panel each half term to discuss the cases in detail and work on solutions.**

The London Borough of Bexley requests that every school in Bexley completes a half termly data return to give details of the children on their school roll who are not receiving a full time education (25 hours a week), the reasons why and how these pupils are being tracked and monitored.

# Part-Time Timetables Bexley Context



## Children/Pupils Missing out on Education CMOE/PMOE

This might be:

- a child attending an alternative provision e.g. pupil referral unit part time or full time.
- Regular absence due to medical needs e.g. CAMHS appointments, chemotherapy, etc.
- On a reintegration plan following school refusal, medical treatment or respite.
- Not attending school due to bail conditions.
- A young person who is pregnant.
- A child who is missing from home or care.
- Students from high mobility families e.g. Gypsy, Roma and Travellers (GRT).
- Children of families in the armed forces.
- Young carers.
- A child whose attendance is below 85%.

# Part-Time Timetables Bexley Context

## Bexley Context

Currently as of Dec 2020 with 100% of data returns from all schools, 410 pupils were classed as PMOE for a variety of reasons.

Local Authority service teams work with schools to ensure children are back in school full time as soon as possible in accordance with the child's needs.

## Part –time timetable Scenario

“ Olivia has recently been through significant trauma and is receiving regular therapy through CAHMS. Her anxiety is around school and social relationships. A part time timetable has been put into place to support Olivia and her mental health and wellbeing, this is reviewed every week with Olivia and her family and the team around her to monitor progress. At this time this Part-Time timetable is supporting her needs”

# Part-Time Timetables Bexley Context

## Elective Home Education –EHE

**We currently have 264 C&YP who are electively home educated, of these 17 have an EHC Plan and have EHE named in their plan. The number of children being electively home educated has increased during Covid, since Sept 2020 there have been 97 new declarations for EHE. However between Sep 20 and Febr 21- 16 pupils have transitioned back into school.**

We have one EHE officer Lorraine Gold who supports EHE families.

Families have to declare EHE and this is accepted by us, however if a child is looked after, is on a child in need or child protection plan or has an EHC Plan, case by case decision have to be made. Bexley would not agree for a child on a child protection plan to be electively home educated.

Across a year all families are contacted and a support offer is made whilst monitoring the access to the education they are receiving. It is not compulsory for families to share this information but generally we have good relationships with the families. Some families have regular visits others where there are no concerns will have an annual visit.

Elective Home Education exists as a result of education acts having made a distinction between education and schooling. It is compulsory for children to be educated but it is not compulsory for them to go to school:

**“Duty of parents to secure education of children of compulsory school age.**

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable—

(a) to his age, ability and aptitude, and

(b) to any special educational needs he may have,

either by regular attendance at school or otherwise.”



# Part-Time Timetables

## Bexley Context



### **Elective Home Education - EHE**

Parents do not have to tell us their reasons; all they have to do is write to the school to say that they are taking responsibility for their child's education, and those who have checked online will quote the passage above from the 1996 Education Act.

There are other parents who have been home educating and whose child has never been to school. This group tend to have philosophical or faith reasons for not engaging with the school system.

If schools tell us that parents are thinking of declaring EHE we have an Education Welfare Officer part of whose work is to visit home to discuss the parents' thinking and make sure that they have thought clearly about the implications of taking responsibility for the education of their child/ren.

There can be misconceptions about what EHE entails, such as an expectation that a full time tutor will arrive at the door after the family have declared EHE which is not the case. Families need to understand that they are responsible for their child's education/curriculum delivery.

Once parents have written to the school, the school send us a copy of the letter and our EHE information form giving us basic details about the child and their progress in school up to then.

Our EHE Officer will then contact the family and arrange a visit to discuss the parents' planning and see how the child is settling into their change of circumstances. A further visit will be offered and arranged.

### **Part-Time Timetable Scenario**

“ Aisha is in year 9 and has been EHE since Apr 2020, declaring for family reasons around COVID anxieties. In Nov 2020 the family felt that Aisha needed to be back in school but some anxieties remained, her home school accepted her back but in order for her and her family to feel secure with all of the new measures in school a part-time table was introduced to support the transition back. By Jan 2021 Aisha was back in school fulltime as a critical worker child.”

# Part-Time Timetables Bexley Context

## Other scenarios when a part- time timetable has been used

“ Akram is in Year 6 and now has repeated Fixed Term exclusions that show an escalation in his behaviour. An emergency team around the child meeting was called to discuss Akram and his needs and where were trigger points in the day that caused him distress and made things unsafe for himself and the school. A part-time timetable was introduced with interventions to build up to a successful full time day. In the meantime the school accessed support from EIT to discuss ongoing need and support “

“ Chloe is in Reception and the school have identified some social and communication concerns, Chloe is finding the whole day rather challenging and therefore the school with parental consent agreed to shorten the day slightly for Chloe in order to meet her needs. Chloe was then raised at a EIT planning meeting to discuss further strategies of support in order for her to be successful”

“Bola has just recovered from a long hospital stay after sustaining an acquired brain injury. School and family have agreed on a gradual build up to a full school day over one term with regular multi- agency team around the child meetings to support and monitoring the plan and Bola’s changing needs.

# Part-Time Timetables

## Bexley Context

### Inclusion Support in Bexley

#### Inclusion Team :

- One Strategic Lead overseeing the panels and co-ordination of student case load and placement.
- Two Inclusion case officers, working with schools and settings to support where a child is finding their placement difficult, managing exclusions, managed moves, integration support, behaviour panel/governor meetings.
- Two behaviour support assistants, working predominantly with children in Early Years/KS1 to support with transition into school where behaviour is a barrier to thriving in school.
- **PLEASE NOTE** that the team have been working slightly differently during the pandemic to ensure we support children, families and schools where behaviour is a barrier to coming to school and avoiding exclusions.
- The team work to avoid exclusions both fixed and permanent by working in partnership to find alternatives in order to support children and their families as well as supporting with integration and reintegration plans following exclusions or time away from school.
- The inclusion team work closely with other LA service teams across Education & Children's Services .

# Part-Time Timetables

## Bexley Context

### Early Intervention Team Support in Bexley

Advice and support from educational psychologists and behaviour teachers:

- to understand why a child might be struggling at school (by looking at their learning and social and emotional factors)
- to give advice to school and home about how to best support child, and
- to do 1 to 1 therapeutic work if need be

**But** schools can only use these professionals if they buy them in (most schools buy in an educational psychologist, some schools buy in a behaviour teacher). Senco decides which children should be prioritised for support from these professionals.

### Specialist Advice Teams in Bexley

Specialist teachers and specialist support assistants in the SEN areas of autism, language and communication, hearing and vision.

Can give detailed and specific advice to schools, and parents if a child has autism, communication difficulties or a hearing or vision impairment

Can do 1 to 1 work with pupils to help them understand why they may be reacting in different ways and to explore underlying causes of anger or anxiety in relation to their SEN.

# Part-Time Timetables

## Bexley Context

### Pastoral Support Plan (PSP)

#### Definition

- A Pastoral Support Plan is a school based intervention to help individual children manage their behaviour in order to successfully complete their education at school.

#### When should a PSP be set up for a child ?

- A child has been identified as being at risk of exclusions which could result in a permanent exclusion.
- A child has been identified as being at risk of not thriving at school through disaffection.

#### Setting up a PSP

- A parent can request a PSP, but must talk to school staff.
- A PSP must be co-ordinated by a school staff member.
- A meeting should be set up involving all agencies or professionals who may be able to support a parent, child and the school to help eliminate risk of exclusion or disaffection facing the child. The child depending on age may attend all or some of the meeting.

#### What will happen at the first meeting ?

- Firstly focus on the positive points and the main concerns.
- All parties to have their say and how they can contribute to the plan to resolve difficulties.
- Parents input is invaluable in understanding ways you think the school can support as well as discussing what has been successful in the past.
- The key to success is that the child commits to meeting key behaviour targets.
- At the end of the meeting everyone is clear about what is to be done, by whom and when. A date for review must be set.

# Part-Time Timetables

## Bexley Context

### Pastoral Support Plan (PSP)

#### **How long will a PSP last ?**

- A PSP would normally run for up to 12 weeks. A formal review held around 6 weeks. Fortnightly feedback to all parties from the school. In exceptional circumstances the plan may be extended to 16 weeks.

#### **What if the plan is not successful ?**

- If it appears that the plan is unlikely to be successful, alternatives will be discussed at the review meeting. The school staff responsible for the PSP should contact parents to discuss options if the school feel like the plan is failing between reviews.

#### **Preparing for a PSP meeting**

- Think about what parents can do at home to support your child in school. Talk to your child about what they think the school and others can reasonably do to help. Reassure your child that the main purpose of the PSP is to keep them in school.
- **PLEASE NOTE A PSP does not replace EHCP's, SEN Support Plans or the SEN assessment process. If your child has identified additional educational needs they can still be taken through the appropriate stages of the SEN Code of Practice.**
- **If your child has an SEN EHCP and is at risk of permanent exclusions, then the school should set up and early Annual Review and involve the SEN services and other professional involved with the child.**

# Part-Time Timetables

## Top Tips for Parents/Carers

- ✓ Think about what has worked in the past when the situation was better – why? What was different about school or home when things were better?
- ✓ Don't forget about your child's strengths and what they like doing – do school staff know about all these things and can you and the school use these strengths to improve a situation ?
- ✓ Try and be as honest as you can about anything that is happening at home that could be contributing to your child's struggles at school.
- ✓ Has anyone spent time properly talking to your child to understand why they think they are struggling at school? your child may not tell you, or their teacher, but might talk to a family friend or someone else they trust in the school.
- ✓ Make sure that everybody in a team around the child meeting commits to doing something differently, based on what they know about the particular strengths and difficulties that your child has – how are the school and you going to adjust the approach with your child to better meet his or her needs? just expecting your child to 'behave' is unlikely to help.
- ✓ If you don't understand what school or an outside professional is saying please do ask !! It is their duty to explain things in ways that parents and carers and your child understands.

# Part –Time Timetables Bexley Context

## How to address and escalate concerns over your child's part-time time table

### Always try to address with the school directly!

- Speak directly to your child's school and request a review of current arrangements
- Request a Team around the Child meeting with school and other services involved
- Escalate to the Headteacher and Governing Body of the school/setting
- Raise with IASS if your child has SEN and is on SEN Support
- Raise with SEN team if your child has an EHCP
- Bring to the wider LA's attention if further escalation is required.



# Part-time Timetables



## Bexley Support

Any Questions ??

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