

Telford & Wrekin Policy for Pupils who are on a Part Time/Modified Timetable

‘Improving attendance is everyone’s business.

‘Schools and partners should work with pupils and parents to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place.’

‘A part-time timetable should not be used to manage a pupil’s behaviour’

‘Working together to Improve School Attendance’ - DfE statutory Guidance for maintained schools, academies, independent schools and local authorities- published August 2024

This document is written In line with recommendations from:

*Working Together to Improve School Attendance, DfE Statutory Guidance - August 2024
(reviewed July 2026)*

[Working together to improve school attendance: July 2026](#)

Keeping Children Safe in Education, DfE Guidance - September 2025

[Keeping children safe in education 2026: September 2026](#)

Children Missing Education, DfE Guidance for Local Authorities - August 2025

[Children Missing Education - Guidance for Local authorities](#)

The School Attendance (Pupil Registration) (England) Regulations - 2024

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

[State Funded School Inspections Toolkit –](#)

[Inspection information for state-funded schools - GOV.UK](#)

Securing Good Attendance and Tackling Persistent Absence, DfE Guidance February 2022

[Securing good attendance and tackling persistent absence - GOV.UK](#)

Length of the School Week – DfE Guidance - July 2023

[Length of the school week - non-statutory guidance](#)

Inspecting Local Authority Children’s Services – GOV UK Nov- 2017 (updated April 2025)

[Inspecting local authority children’s services - GOV.UK](#)

Supporting Pupils at School with Medical Conditions, DfE Guidance - December 2015

[Supporting pupils at school with medical conditions](#)

Summary of Responsibilities where a mental health issue is affecting attendance – Feb 2023

[Summary of responsibilities where a mental health issue is affecting attendance](#)

The Education Act 1996 (Section 436A)

[Education Act 1996](#)

Maintained Schools governance guide - March 2024

[Maintained schools governance guide - Guidance - GOV.UK](#)

<https://www.gov.uk/guidance/governance-in-maintained-schools>

Academy Trust governance guide - March 2024

[Academy trust governance guide - Guidance - GOV.UK](#)

<https://www.gov.uk/guidance/-governance-in-academy-trusts>

Aims of the Policy

With the introduction of new legislation and guidance around attendance, an updated Policy has been written.

All schools are expected to have regard to this Policy in order to ensure statutory compliance and the safeguarding of children across the Borough.

(‘Schools’ means all maintained Telford and Wrekin schools, academies and alternative provision settings).

The purpose of this Policy is to ensure that:

- Schools and academies are conversant with the new guidance in order to follow attendance legislation and ensure attendance and absence are recorded accurately on the register
- There is a consistent, inclusive approach to the use of part-time/ modified timetables across schools throughout the Local Authority, focussing instead on preventative early intervention
- Schools cannot be deemed to be ‘off-rolling’ or not fulfilling their duties during an Inspection
- School leaders and Governors have a clear rationale around the use of part-time/modified timetables
- Rigorous safeguarding processes and procedures are followed for these pupils who may not be seen by the school on a daily basis
- Schools are aware of the statutory guidance on exclusions to ensure that no pupil is excluded illegally through the imposition of a part time/modified timetable. Statutory guidance: Exclusion from maintained schools, academies and pupil referral units in England -Requires schools to formally record all exclusions. Therefore, sending a pupil home to ‘cool off’, or refusing to allow a pupil who has not been formally excluded access to the school site, is unlawful regardless of whether they occur with the agreement of parents.
- Every due action has been taken to protect every child’s right to an education.

Scope (Local Authority duties and responsibilities)

Telford and Wrekin Borough Council has an overarching responsibility for the educational attainment and safety of all children of school-age in the Borough and schools have a duty of care towards their pupils.

Legislative Context and related documents.

- UN convention on the rights of the child, covers the rights of a child to education and the goals of education provision.
- Education Act 1996 & 2002 and 2010 Academies Act: Requires schools to deliver the national curriculum or, for academies, a broad and balanced curriculum

Parental consent and statutory obligations placed upon parents:

It is imperative that schools secure parental consent for any arrangements that sit outside a full-time educational offer. This consent states the child will be the parents’ responsibility during school hours if they are not attending school or an alternative provision. If parent(s) do not give or withdraw their consent to part time or modified timetable arrangements, the school cannot insist on the arrangements.

Section 7 of the Education Act 1996 places a duty on parents to secure education for children of compulsory school age either by regular attendance at school or otherwise.

The parent of every child of compulsory school age shall cause him to receive efficient 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.'

Regular attendance at school was defined in case law in the *Isle of Wight V Platt* case in April 2017 as being, 'in accordance with the rules prescribed by the school. i.e. every day that the school is open to pupils.'

Public Sector Equality Duty

Local Authorities are covered by the public sector Equality Duty and must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

Local Authority Inspections - why the LA requests the information from schools

Inspecting Local Authority Children's Services – GOV UK Nov- 2017 (updated April 2025)

The Local Authority (LA) has a duty to identify who these children and young people are and what education they receive each week.

They have this duty to

- 1) firstly, support the safeguarding of children and young people, and
- 2) secondly, they have a statutory responsibility to inform OFSTED at the point of inspection of Children's Services of all children and young people who are missing education in any form.

The Inspection Framework (current but amendments are expected in Autumn term 2025) at the start of the inspection, requests a report on children, for whom the local authority is responsible, who are of school age and **who are not in receipt of full-time school education at the time of inspection.**

This report should include for each child:

- child unique ID or UPN and the date of birth
- type of educational provision that they are receiving, including home tuition
- type of exclusion (if the child has been excluded)
- date when alternative provision commenced.

Definition of part time/modified timetable

A timetable is considered part time/modified when the total hours provided are less than those provided to the majority of the peers of the pupil in that setting.

Education should be suitable to a child's age, ability and aptitude, taking into account any special educational needs they may have. From September 2024 the DfE expects all state funded mainstream schools to deliver a minimum school week of **32.5 hours** (or 6.5 hours per

day). The advice from the DfE confirms that the 32.5-hour minimum school week includes lunch times and other break times, as well as teaching time and any enrichment activities that all pupils are expected to attend.

This applies to all mainstream, state-funded schools in England. It does not include pupils in early year's settings, 16-19 provision (including school sixth forms) or specialist settings, such as special schools and alternative provision, but specialist settings and alternative provision are also encouraged to consider extending their core week where appropriate.

A core school week is the time from morning registration to the official end of the school day for all pupils (including breaks). It does not include optional activities, or those that are only available for some pupils.

Although EYFS pupils are excluded from the 32.5-hour minimum school week, schools must:

- Ensure that any modified timetable for reception-aged pupils includes age-appropriate safeguarding measures.

The Law relating to the School Day, School Year and Term Dates

The legislation regulating the school day and school year applies to schools maintained by a local authority and special schools not maintained by a local authority, but not to academies (other than special academies) or pupil referral units.

Maintained school employers are

- the Local Authority in community, voluntary controlled and community special schools and maintained nursery schools and
- the Governing Body in foundation and voluntary aided schools.

Except in the very limited circumstances set out in the Education (School Day and School Year) (England) Regulations 1999, schools must meet for at least 380 sessions or 190 days in any school year.

In academies, the length of the school day and year is the responsibility of the Academy Trust as per the Funding Agreement.

The legislation relevant to this section is:

- The Education Act 2002 - section 32
- The Education Act 1996 - section 551(1)
- The Education (School Day and School Year) (England) Regulations 1999

Length of the School Week – DfE Guidance - July 2023

It requires that:

- every day on which the school meets must normally have two sessions divided by a break in the middle of the day.
- the start and finish times schools set for each session are set for all pupils
- the length of each session, break and the school day is determined by the school's Governing Body..

N.B. Pupils who have an agreed arrangement with school to arrive later than the start of school, after registers close, and later than other pupils, will need a modified timetable and should be recorded on the attendance register using the C2 code

Pupils who leave school earlier than the end of the school day should also be subject to a modified timetable, but if they are in school when the p.m. register is taken they must be recorded as attending school then sign out, when they leave, using the schools signing out procedure.

Pupils who have a 'personalised curriculum' are not considered to be on a part time/modified timetable, provided that:

- The personalised curriculum provides the pupil with full-time education provision.
- Any provision not delivered on the school site has been approved by the school, is of an educational nature and is supervised by a person authorised by the school.
- The school has a mechanism in place for ensuring that the pupil is attending the alternative provision and should accurately record attendance.
- The school has visited the alternative provision to ensure that there are no safeguarding risks.

Safeguarding Responsibilities

It is widely recognised that school is a protective factor for many vulnerable children. If children are in school and engaged in education, they are not exposed to other risk factors and unless they attend school regularly, they cannot benefit from their education.

'For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided' (Working Together to Improve School Attendance – DfE Guidance for maintained schools, academies, independent schools and local authorities-August 2024)

It is therefore important that the use of part time/modified timetables is **kept to a minimum** and that they are only used as **an exceptional measure**, when appropriate, when all other measures to support the pupil have failed and that they are kept under regular review.

The **Designated Safeguarding Lead (DSL) must be consulted** prior to implementing a part time/modified timetable for any pupil, particularly those with safeguarding vulnerabilities.

Pupils on a modified timetable must be seen by school staff at least weekly, with daily contact for those on a Child Protection or Child in Need plan.

Schools must ensure that all safeguarding checks, including those recorded in the Single Central Record, are completed for any staff involved in off-site provision.

All safeguarding decisions, risk assessments, and reviews must be documented and dated.

Keeping Children Safe in Education – DfE September 2026

Requires schools to provide a safe environment in which children can learn.

It states that any approach (to safeguarding and promoting the welfare of children) should be centred on taking action to ensure all children have the best outcomes.

To strengthen safeguarding compliance, schools must ensure that:

- Remote learning platforms used during modified timetables are subject to appropriate filtering and monitoring systems.
- Staff are aware of extra-familial harm risks, including online exploitation, and must consider these when planning off-site or reduced provision.

- Children's voices must be actively sought and recorded during reintegration planning and reviews.

The TWSP Child Protection and Safeguarding Policy 2025-2026 states:

Absent from education

356 We believe children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. Our response to persistently absent pupils and children absent from education will support identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child absent from education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

357 The recognised figure for severely absent is 50% or less and persistent absence is being less than 90%, although concerns may still be raised if above this. We will require the behaviour and attendance lead to refer to and use the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, policies and procedures for identifying all pupils who are absent from education and policies and procedures for pupils on a modified timetable (available from Telford & Wrekin Council). We recognise that pupils who are not accessing full time education are at greater risk of abuse, neglect and exploitation than other children. We therefore aim to reduce the number of pupils accessing a modified timetable. We will ensure any pupils accessing a modified timetable are seen regularly by school/college staff to help to ensure their safety and welfare. It is our aim that pupils access modified timetables for the limited periods of time and children who on a child protection, child in need plan and/or have an Education Health Care Plan are not placed on a modified timetable. We will regularly monitor and review the use of modified timetables.

358 In addition to the above and where reasonably possible we will endeavour to hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give us additional options to make contact with a responsible adult when a child is absent from education and poses a potential welfare/safeguarding concern. Where a child is on a Child Protection Plan has been absent from school for two consecutive days, we will notify the child's allocated social worker.

Left home alone

225 Where we discover a child under 12 has been left alone for long periods of time at home or in the community we will contact the police. We will never escort a child back to school/college where we find them alone at home or in the community. Where a child under 16 is alone and we feel it is placing them at risk we will contact the police. Where children are alone because they have left school/college without permission and parents cannot locate the child quickly, we will view the child as being at risk and will contact the Police. We will report all concerns about children being alone to the police, via 101. If the child is immediate danger, then we will report to the police, via 999. We will then notify Family Connect or the emergency duty team as soon as reasonably practicable

Online learning at home

327 Where children are being asked to learn online at home we will follow the advice to support schools and colleges to do so safely: [safeguarding in schools colleges and other providers](#) and [safeguarding and remote education](#). We recognise the NSPCC and PSHE Association also provide helpful advice.

328 Through our regular communications with parents, we will reinforce the importance of children being safe online and tell parents what systems we use to filter and monitor online use. We will make parents aware of what their children are being asked to do online, including the sites we asked them to access. We will always be clear who from our school/college (if anyone) a child is going to be interacting with online.

Alternative provision

355 We will maintain up-to-date records of the address of the alternative provision provider, including any subcontracted or satellite sites the pupil may attend. We will ensure that we always know where the pupil is during school hours. We will review all alternative provision placements at least half-termly to ensure:

- the pupil is attending regularly,
- the placement remains safe and appropriate,
- and the provision continues to meet the pupil's needs.

Where safeguarding concerns arise, we will immediately review the placement and, if necessary, terminate it unless or until those concerns are satisfactorily addressed.

424 Where we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will undertake checks to be satisfied that the provider meets the needs of the pupil.

425 We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. We will also obtain written confirmation that the alternative provider will inform us of any changes in staffing or other arrangements that may affect the safety or welfare of the pupil, so that we can ensure appropriate safeguarding checks are carried out on new staff.

Risk Assessments

There is an expectation that a comprehensive risk assessment would indicate a reduction in the level of risk to a pupil. A risk assessment that indicated an escalation should contain detailed information to support why a part time/modified timetable is considered a suitable strategy.

A risk assessment should be carried out before the implementation of a part time/modified timetable **in consultation with parents**. The MTT notification/referral is now entered via the SAM portal on Synergy. N.B. Additional and appropriate documentation should be uploaded at the time of making the referral.

In line with **Keeping Children Safe in Education 2026**, the school will ensure that they have written confirmation from any alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Working together to Improve School Attendance- August 2024

Schools should 'ensure **high aspirations (for attendance)** are maintained for all pupils, but that processes and support are adapted to the individual needs of particular pupils. This includes those with long term illnesses, special educational needs and disabilities, pupils with a social worker and pupils from cohorts with historically lower attendance, such as eligible for free school meals.'

Granting leaves of absence:

All schools can grant a leave of absence when a pupil needs to be absent from school with permission. All schools are expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024 and schools maintained by a Local Authority and special schools not maintained by a local authority must do so.

One of these circumstances is:

'A temporary, time-limited part-time timetable: where the pupil is of compulsory school age, both the parent who the pupil normally lives with, and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable. (For full details please see part-time timetable)'

Part-time timetables

65. All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes (see chapter 8).

66. In very exceptional circumstances, where it **is in a pupil's best interests**, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible.

A part-time timetable should not be used to manage a pupil's behaviour.

67. A part-time timetable should:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision.

It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part time timetable for a prolonged period.

68. Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.

69. If the pupil has an education health and care plan, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

70. 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 the absence accordingly (normally using code X or C2).

From November 2025, attendance will have its own focus area as part of an Inspection. There will always be a discussion related to attendance on inspection, as it is a high priority.

In agreement with the DfE guidance 'Working Together to improve School Attendance – August 2024, Telford and Wrekin Borough Council do not consider a part time/modified timetable as an appropriate method of managing poor behaviour, or pupils at risk of exclusion, in the longer term.

This intervention should only be considered **after other strategies have been exhausted** and they **should be for the benefit of the pupil**.

Telford and Wrekin Council remains committed to every child's right to a full-time education offer. This policy makes clear the requirement that **a part time/modified timetable should only be implemented** when:

- An assessment of need has taken place to ensure that it will benefit the pupil
- There is a clear rationale behind the reasons for a part time/modified timetable justifying why the decision was made and why the pupil isn't able to receive full time education
- There is a clear ambition for the pupil to return to full time education at the earliest opportunity, which is part of the pupil's wider support, health care or reintegration plan.
- It is in the **child's best interests**
- It is **temporary and time-limited** with '**a clear intention from the outset**' that the pupil will return to school full time
- There are **exceptional circumstances**
- **It has been agreed** with other supporting professionals and before implementing has been discussed with other professionals supporting the pupil through collaboration and agreement that it is in the child's best interests
- Parents have been involved in a dialogue to explore barriers to full time attendance and have their full agreement and the part time/modified timetable is designed with a specific barrier to attendance in mind
- All other strategies have been deployed
- The curriculum implications on the child have been considered
- Written consent from a parent\carer has been obtained and there is evidence that the parent that the pupil normally lives with, is in agreement and has signed to show they agree to the part time / modified timetable

- Regular review dates have been set which include the agreement of the pupil and their parents to ensure it is only in place for the shortest time necessary
- A proposed end date has been set which takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part time timetable for a prolonged period.
- The Virtual School Head or representative has given their full agreement to the part time/ modified timetable and will be present at any meeting where the intervention will be discussed for a child looked after to Telford and Wrekin
- The social worker has been informed and has agreed and is involved in the process, where the pupil has a social worker
- An interim or early Annual Review has been called, inviting the relevant member of the Telford and Wrekin SEND team, for pupils with an EHCP. If the pupil has an Education Health and Care plan, the school should discuss the part-time timetable with the Local Authority so that any support package that is in place can be reviewed as swiftly as possible.
- A supporting Individual Healthcare Plan has been written for pupils with medical needs
- School can provide evidence of the educational progress for the pupil.
- **A named member of staff responsible for monitoring each part time/modified timetable has been allocated.** It is expected that this will be the Senior Member of Staff with the strategic responsibility for Attendance.
- A member of staff who, in agreeing to a part-time timetable, has agreed to a pupil being absent from school for part of the week or day and therefore must ensure the recording of the absence is done accordingly.

If a parent refuses to agree to a part time/modified timetable for their child, a full-time timetable should remain in place, other options must be considered and any professionals or agencies involved with the child consulted.

It is important that other intervention strategies are explored, or put in place, before problems become entrenched. These interventions could be delivered in-house, commissioned or externally. Collaboration with support services directly connected with schools (such as EWO, Strengthening Families, BSAT and Link EP) may be helpful in identifying ways to promote positive change with a view to extend timetables in a timely manner. Further targeted support may be accessed/commissioned through a variety of sources as appropriate.

Schools should exercise additional care and caution when considering reducing the timetable of vulnerable pupils. The following examples of vulnerable pupils are not exhaustive:

- Child in Care - CIC (only with the agreement of the Virtual School).
- Pupils with EHCPs (in partnership with the SEND Team).
- Regular missing persons.
- Pupils with a social worker
- Young Offenders.
- Persistently or Severely Absent pupils
- Long term illnesses
- Children eligible for free school meals
- Young carers
- Where there are safeguarding concerns such as a risk of CSE, Strengthening Families involvement, or subject to a multi-agency strategy.

Pupils should be provided with differentiated work to complete at home during the reduced timetable period. Schools should ensure that it is marked in line with the school marking and feedback policy, to reduce the impact of the temporary provision and part time/modified access to teachers.

Pupils who have a **Remote Learning arrangement**: e.g. ED-class, Academy 21, **cannot be recorded using registration code B or code K**. This is because the attendance register is recording those pupils who are present in school at the time the register is taken and for those who are not in school, the reason they are absent. In the case of remote learning the pupil may be absent for example due to illness, or closure, or exclusion.

Schools retain responsibility for the academic progress of pupils on part time/modified timetables, therefore the lack of access to a taught curriculum will necessitate intervention to support the pupil **to catch up on work missed**. A part time/modified timetable in itself, without a supporting action plan, will not address the root causes of the problem.

Part time/modified timetables should be a response to an assessment of need so there should be an **audit trail** to support the proposal, which schools should be able to evidence if required e.g. an Early Help Assessment, a Personal Education Plan, an Individual Behaviour Plan, Pastoral Support Plan, Individual Education Plan or Individual Healthcare Plan.

Sending a pupil home is not ‘directing them off-site for education’. Even if work is sent home, there is no quality assurance of the education being provided. Sending a pupil home without a suspension is **an unlawful exclusion**.

The school must submit all part time/modified timetable arrangements via the SAM portal on Synergy and upload associated documentation. (N.B Guidance has been circulated to schools).

Schools should maintain signed copies of the part time/modified timetable consent form and any risk assessment which may be useful for audit purposes, or, as evidence should exclusions or behaviour sanctions become necessary in the future.

Following attendance procedures

Established absence procedures should be followed for pupils on part time/modified timetables, **who do not attend as per their agreed timetable**, in the same way as for all other pupils. However, it should be noted that a **part time/modified timetable to support poor attendance is counter- productive**.

It should also be noted that if a pupil is or has recently been subject to a part time timetable, an enforcement activity in relation to attendance is not possible. This is because for the period of the part time/modified timetable the school has been authorising the absence. Any arrangements must be withdrawn, and the full-time offer restored before any legal interventions will be considered.

Process

A flow chart is included as **Appendix 1**.

This Policy:

- Applies to pupils of compulsory school age so does not apply to the ‘staggered’ introduction of reception-aged pupils.
- Does not apply to pupils on a personalised curriculum, **as long as the pupil has a full-time offer of education**.

Transition between schools and phases of education

At the point of transfer or transition, it is the responsibility of the leaving school to inform the receiving school of any pupil subject to a part time/modified timetable, or who has been subject to a part time/modified time-timetable during the previous year, providing copies of the parentally signed Part time/modified Timetable Notification form and Risk Assessment.

Off-rolling

Ofsted define off-rolling as the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. While it may not always be unlawful, Ofsted believes off-rolling is never acceptable.

For the purpose of this guidance, **schools could be vulnerable to accusations of off-rolling** when:

- A part time/modified timetable has been implemented without parental consultation and/or permission.
- A part time/modified timetable has been implemented but **no reviews have taken place** or, they have ceased to take place.
- The pupil has SEND or other needs that have not been identified or met.
- A part time/modified timetable has been in place for a significant period of time with no attempts or willingness by the school to increase the hours.
- Other strategies/avenues to support the pupil have not been explored or put in place.
- If the above circumstances led to a parent feeling under pressure to remove their child from the school roll, as their only option to try and secure greater access to education for their child at another school, this could be viewed as off-rolling.

Pupils who are Children in Care (CIC) to the LA

If a school is considering a part time/modified timetable, in exceptional circumstances, for a child on a **CP Plan or CIN plan**, it is expected that they have consulted with the child's social worker and under the CIC extended duties of the Virtual School Headteacher, discussion is sought for advice, support and guidance.

Furthermore, details of arrangements of how the school is ensuring that the child is kept safe must be agreed and recorded.

It is essential **children on a CP or CIN plan are seen daily**, similarly to during the pandemic, when vulnerable children were expected to be attending school. Provision should be implemented by the school for the child to be visited by a member of school staff to do weekly 'Safe & Well' checks and online learning platforms should be made available to the child.

Telford and Wrekin Borough Council has a statutory duty to provide full-time education for CIC in line with statutory guidance <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Children in Care are amongst the most vulnerable pupils and therefore a part time/modified timetable **should not be considered and would only be implemented in very limited circumstances**, when all other strategies have been tried.

If a school is considering a part time/modified timetable for a CIC pupil, **the Virtual School Headteacher, or a representative, and the pupil's social worker must be consulted and invited to the initial meeting and subsequent review meetings.**

A part time/modified timetable should only be implemented after a professionals meeting has been called with all stakeholders and a final sign off is authorised by the Virtual School Headteacher and Team Manager of Social Care. The part time/ modified timetable is of a limited time duration and is/should be reviewed weekly by all stakeholders.

Details of targets around the part time/modified timetable provision should be noted in a PEP alongside use of the Pupil Premium Grant (PPG) to support the part time/modified timetable.

A part time/modified timetable should not be implemented without written parental agreement for whoever holds PR (Parental Responsibility) for the child. In the case of children accommodated under Section 20, it is the parents for those on an interim care order or the Social Worker for those on a full care order.

The Virtual School Headteacher, or a representative, will countersign the part time/modified Timetable Notification form if arrangements are agreed and should be provided with a copy of the document along with the signed and completed Risk Assessment.

The Virtual School may consider arrangements for the reimbursement of a proportion of pupil premium plus funding that has been paid to the school, to enable top-up provision to be put in place.

The Virtual School have an added statutory responsibility to support children with a social worker, so will also be involved in any decisions about part time/ modified timetables for these children. Schools should discuss with the Virtual School extended duties team and the social worker.

Any decision to reduce full time school hours will need to be made in partnership with all professionals involved.

Pupils with Special Educational Needs and/or Disabilities (SEND) and/or Educational Health and Care Plan (EHCP)

Telford and Wrekin Borough Council has a statutory duty to provide full-time education for children with EHCPs. It is not expected that pupils who have an EHCP will become subject to a part time/modified timetable in school.

- For any pupil with an EHCP, the use of a part time/modified timetable should be seen **as an exceptional circumstance in the short term** (for example, to support transition).
- If a school is considering a part time/modified timetable for a pupil with an EHCP **the Local Authority SEND Officer must be consulted and invited to an early annual review** at the earliest opportunity.
- The part time/modified timetable should be reviewed on a regular basis following consultation with parents and LA SEND Officers.
- Any decision to implement a part time/modified timetable must be in consultation and agreement with the child/young persons' parents and should demonstrate a clear benefit to the child/young person, with a carefully planned transition to a full-time timetable.

Schools should note that if a pupil with an EHCP is placed on a part time/modified timetable **the funding attached to that pupil may be withdrawn or reduced.**

Schools should ensure that they are compliant with the SEND Code of Practice 2014, and the Equality Act 2010. A pupil should not be subject to a part time/modified timetable because of their disability or special educational need as this is discriminatory. In some cases, a special

educational need can also be a disability and therefore constitute a protected characteristic under the Equality Act 2010.

Pupils with Medical Conditions

This guidance should be read alongside Telford & Wrekin's Policy for the education of children and young people with medical needs, 'Education of Children Unable to Attend School', effective from September 2025.

The Local Authority should be notified via the SAM portal when any pupil has accumulated 15 days absence due to illness either consecutively or cumulatively (sickness return)

In September 2014 the DfE published the document 'Support pupils at school with medical conditions'. The related guidance was updated in December 2015 and contains both statutory and non-statutory advice.

Reasonable adjustments should be made to accommodate pupils who would otherwise struggle to attend school due to illness or a medical condition.

Pupils who are unable to attend school for medical reasons are covered by the DfE statutory guidance 'Supporting pupils with medical conditions at school'.

Schools may request written medical evidence in all cases when pupils are reported to be unable to access regular education provision and an Individual Healthcare Plan has been agreed and implemented, in accordance with the above statutory guidance.

Schools should work closely with health colleagues to develop a robust multi-agency process that supports a pupil and their family through effective identification and review and also to support the development and co-ordination of the education provision for pupils with medical needs.

Pupils at Risk of Exclusion

Schools in Telford & Wrekin are able to access advice and support from the Exclusion Hot line.

Schools must notify the Local Authority of a suspension and/or exclusion. This is collected through the SAM Portal.

The Pre-Suspension/Exclusion Hotline Team recognise the importance of using part-time/modified timetables as a short-term, supportive strategy for pupils struggling with their safety or keeping others safe. This could lead to the risk of exclusion. Schools should ensure compliance with national legislation, including the Education Act 1996 and Equality Act 2010.

In line with Department for Education (DfE) guidance on suspensions and permanent exclusions (2023), any reduction in a pupil's timetable must be agreed with parents or carers, be time-limited, regularly reviewed, and used only when clearly in the best interests of the child. A part-time/modified timetable must never be used as an informal or unofficial exclusion, which would be unlawful.

Schools in Telford and Wrekin are encouraged to access early support through the Pre-Suspension Hotline, where advice can be sought on preventative strategies. The Behaviour Support and Advisory Team (BSAT) will also support schools with reintegration support through a traded model, if requested.

Further support is available from the Social, Emotional, Mental Health Officer (SEMH), Maria Steed, who provides guidance following exclusion and helps schools to consider the basis of

an exclusion. BSAT, led by Darren Lennon (Team Leader) and Claire Hughes (Assistant Headteacher), offer ongoing professional advice and practical support to ensure that pupils' needs are met in a legal, inclusive, and trauma-informed way.

Electively Home Educated (EHE) pupils

Pupils who are returning to school following a period of Elective Home Education (EHE) must attend a meeting with their parent(s) in school to discuss reintegration. Where a pupil has been out of a mainstream setting for a significant length of time or where education has been unsuitable, a member of the EHE team (Karen Towers/Jill Turner) must attend the meeting to provide additional information to support the arrangements for reintegration and ensure a successful return to school.

The reintegration of children returning after a period of EHE should consider the needs of the child and reflect factors such as:

- the length of time out of mainstream education,
- suitability of EHE provision,
- the pupils' additional needs and
- any other factors which may impact the pupils' learning.

For some returning EHE pupils, there may be a need for a phased reintegration package to support the pupil back into full-time mainstream provision and to meet their individual needs.

The objectives of the phased reintegration plan must be clear and must address the reasons that the pupil was removed from the school roll to EHE and what might support the pupil to remain on roll in the future.

It may include other arrangements which could support the pupil to remain in the mainstream setting, e.g.

- a pastoral support programme
- intervention strategies
- alternative provision
- collaboration with support services (e.g. behaviour/learning support)

This is especially important where EHE is not a suitable option for a pupil.

It is essential that the parent(s) fully consent to any phased reintegration and parents must be made aware that they are responsible for their child when he/she is not attending school. All arrangements must be formal and confirmed in writing, to include the parents signed consent. A template is included (Appendix 2)

It is important that any phased reintegration plan is in place **for the shortest time necessary** and **no longer than half a term**. There should be formal arrangements in place for reviewing the plan with the pupil and their parent(s).

Following the period of planned reintegration, if it is felt that a pupil is not ready to return to school on a full-time basis then the school should consider whether a more formal part time/modified timetable is required to support regular attendance.

Expectation of Governors

The appropriate use of part time/modified timetables should be referred to in the School Behaviour Policy and usage reported to Governors on a termly basis.

Governing bodies **must** ensure that schools are:

- keeping admission and attendance registers according to The School Attendance (Pupil Registration) (England) Regulations - 2024 [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- providing information requested by the Secretary of State for Education in line with [Education Act 1996](#) including termly absence data

Governing bodies should:

- recognise the importance of school attendance and promote it across the school's ethos and policies
- regularly review attendance data, including discussing and challenging trends
- help school leaders focus improvement efforts on the individual pupils or cohorts who need it most
- ensure school staff receive adequate training on attendance
- be assured that school leaders are undertaking their responsibilities on [Children missing education](#) as outlined in the statutory guidance

Further reading on the expectations of governing bodies are contained in [Working together to improve school attendance: July 2026](#)

Governing bodies must be aware of the advice in [Keeping children safe in education](#) on children who are absent from school and children missing education.

All schools and Governing Bodies should ensure that their pupils with physical or mental health needs receive a suitable and good education.

Parenting measures

If a pupil's attendance or behaviour at school becomes problematic, and previous support measures have not worked, Governing Bodies and Local Authorities can:

- use parenting contracts
- apply for [parenting orders](#) or education supervision orders in line with the [Anti-social Behaviour Act 2003](#)
- prosecute for absence (in the case of attendance only)

Summer term 2026 briefing paper for Governors

Attendance

Governors should be working with school leaders to ensure the duties and expectations of 'Working together to improve school attendance' are implemented.

Governors should ensure they are aware of their responsibilities as laid out in section 3 of the DfE guidance, '**Working together to improve school attendance**' which **became statutory on 19th August 2024 and was reviewed in July 2026.**

The DfE is now publishing the data extracted from View Your Education Data, 'VYED' (previously known as WONDE/IDAMS) in a national live data dashboard. This enables schools

and leaders to compare their data to that of the emerging national data. In addition to the national dashboard, school leaders need to review their whole school data, data by year groups and should also focus on monitoring their vulnerable groups, for example, pupils with Free School Meals or SEND. Each school will need to consider which vulnerable groups are particularly pertinent to their school as well as specific cohorts. These vulnerabilities should not be a barrier to attending school.

Equally important is to be ensuring that Governors are tracking the groups of pupils who are severely absent (SA), persistently absent (PA) and at risk of being persistently absent. A severely absent pupil is a pupil who has been absent for 50% (or less than) and a persistently absent pupil is a pupil with attendance below 90%. Governors need to be assured of the action that leaders are taking to tackle the complex barriers to attendance. Schools will need to evidence their tracking of pupils with a poor attendance rate under any inspection.

In reviewing attendance data, it is important to recognise that there is a clear link to achievement and governors should be using attendance and attainment data together.

Questions for Governors to consider when discussing attendance:

- Are all permissions granted to allow data to be extracted by 'View Your Education Data' (previously Wonde/IDAMs) for vulnerable groups, e.g. Young Carers and children with a social worker?
- Do school have a bespoke attendance policy outlining school's processes to manage poor attendance?
- Are schools utilising the new national framework for penalty notices to address poor attendance?
- Is information available to parents on the school website outlining the changes to the penalty notice code of conduct?
- What impact is unauthorised leave of absence having on overall attendance?
- How does our year to date attendance compare with schools of our type nationally? What do we potentially need to do differently?
- Are we potentially 'over authorising' absences?
- How are we reviewing the attendance data with our outcomes for pupil's data? What does it tell us and what are we doing about it, as a result?
- How does the attendance of our PPG pupils compare to all our pupils' attendance? How does this compare to the achievement and progress data for this group?
- How does the attendance of our SEND pupils compare to all our pupils' attendance? How does this compare to the achievement and progress data for this group?
- How many pupils do we have that are at risk of becoming persistently absent? What are we doing to prevent them becoming persistently absent? What is the impact of their poor attendance on their progress and achievement?
- Is there a correlation between pupils with lower attendance and their reading ages? What is the school doing to improve the reading skills of these pupils?
- What has been the impact of the resources we have directed towards attendance?
- Where do we need to target resources?
- What are we doing to improve the attendance of pupils who are persistently absent or severely persistently absent?
- Are we particularly reviewing those who could be at risk of becoming persistent absentees (P/A) and targeting the prevention of this?
 - pupils eligible for FSM;
 - boys;
 - pupils who were ever a child in need;
 - pupils who have ever had a SEN;
 - pupils who were ever suspended or permanently excluded;

- pupils who ever attended Alternative Provision (for a majority or minority of sessions).

Coding of Absence

The **'Working Together to Improve School attendance - Guidance for maintained schools, academies, independent schools and local authorities, August 2024'** contains the most up to date guidance on **'Contents of the school register'** in **Section 8**.

A legal duty is placed upon schools to ensure that registers are accurately completed. They form part of the witness statement presented to the court in the case of a prosecution or application to a family proceedings court for an Education Supervision Order.

Schools must record the child's attendance accurately in the attendance register and as part time/modified timetables should be recorded as an authorised absence, they will have an impact on the overall attendance rate for the school.

Non-attendance at timetabled sessions in school, or at any off-site provision, should be coded in the same manner as for all other pupils.

There are safeguarding implications for inaccurate registration coding and implications should the pupil change provision if attendance is coded inconsistently in different schools.

The C2 code

The absence from school when a pupil is subject to a part time/modified timetable is an authorised absence and therefore should be marked as registration code 'C2'.

- It should only be used in very exceptional circumstances where it is in the pupil's best interest to have a temporary part time timetable/modified timetable.
- The school must agree the part time/ modified timetable with the parent the pupil normally lives with, including the times and dates when the pupil will be expected to be attending.
- C2 code must only be used to record the sessions where the child is absent due to the part time/ modified timetable.
- The school's signing in/out procedure should be used when pupils arrive/ leave outside of the school's normal registration periods
- Where a pupil is receiving full time education, but only part of that is at school, this code must not be used. It cannot be used as a blanket code.
- C2 code is only used for compulsory school aged pupils.
- If a parent is not complying with the arrangements in the part time/modified timetable it should be reviewed and if the non-compliance continues the part time/ modified timetable should be rescinded.
- Attendance legal intervention cannot be taken if a child is on a part time/ modified timetable.
- Absence for the purpose of the part time/modified timetable has been authorised by the school.
- Before any legal interventions can be considered any part time/ modified timetable arrangements must be withdrawn and the full time offer restored. This should be evidenced formally by informing the parent(s) in writing.

Notifying the Local Authority

- The Local Authority should be notified of a part time/ modified timetable at the earliest convenience.

- Notification forms should be submitted on Synergy. A parental signature **must** be attached and timetable may be attached.
- Only one reason for a MTT can be stated.
- The part time/ modified timetables are monitored.
- Data is collected regarding the types and duration of part time timetables/ modified timetables and is reported at Departmental meetings

Support from the LA regarding attendance

The Attendance Support Team have the delegated statutory responsibility for all legal Interventions relating to school attendance.

The work of the Attendance Support Team is governed by Section 444 of the Education Act 1996 and The National Framework for (Penalty Notices) (England) Regulations 2024

Education Welfare Officers and Attendance Advisors will always discuss pupils on part time/modified timetables during attendance/register reviews or Targeted Support Meetings (TSM). Signed copies of the part time/modified timetable consent forms and risk assessments should be provided to Educational Welfare Officers on request.

Reviewing and Monitoring

The following actions may be taken by the LA as part of the strategic oversight of pupils placed on part time/modified timetables:

- Part time/modified timetables will be monitored regularly and the frequency and duration of individual timetables may be scrutinised
- Questions may be raised directly with a Head Teacher or Governing Body\Trust or the Attendance Lead at the setting.
- Schools may be contacted to gain a further understanding of an individual case.
- Part time/modified timetables will be discussed as part of Attendance Targeted Support Meetings
- To align with Working Together to Safeguard Children:
- Schools must ensure timely information sharing with all professionals involved in the child's care, using secure and documented channels.
- Reintegration plans must reflect the National Multi-Agency Child Protection Standards, including escalation pathways and shared accountability.
- Schools should maintain a chronology of safeguarding actions and decisions related to modified timetables, accessible for audit and inspection.

Schools should be aware that if the requirement to deliver the national curriculum is not being met and efforts to hold schools to account for improving access to education to an appropriate level are unsuccessful, the Local Authority may consider action through the statutory inspection process and the Scheme for Financing Schools.

A suite of letter templates has been attached to the Policy for use by schools as a means of communicating formally with parents throughout the period of the MTT. (see appendices 3,4,5)

Key Points in Relation to Part Time/Modified Timetables

A part time/modified timetable should not be a generalised practice, it should only be considered **in very exceptional circumstances** and **should be in the best interests of the child**

It is a **short term strategy** and should be used as part of a clear plan moving towards resuming full time education in a timely manner.

Where there are significant health related issues these should be supported by appropriate medical evidence. Schools should be aware of the Local Authority policy 'Education of Children Unable to Attend School' – September 2025

A part time/modified timetable should be a joint agreed decision between the school and the parent and schools should have the evidence of the parental agreement by securing a parental signature.

The Local Authority must be notified of the date a part time/modified timetable starts, is reviewed and ends.

The LA will not take legal proceedings for non-school attendance if a MTT is in place. The school must write to the parent to end any part time/ modified timetable and inform them the pupil must resume full time attendance. This can then be monitored, and legal action can be considered if necessary.

The Access and Inclusion team will collate, record and review the information on a regular basis to ensure that it is linked to the LA's central record.

Useful Contacts:

Access and Inclusion - accessandinclusion@telford.gov.uk

The Attendance Support Team - attendancesupportteam@telford.gov.uk

SEND Team - sendandinclusion@telford.gov.uk

Virtual School - virtualschool@telford.gov.uk

PROCESS

(Appendix 1)

Pupil identified as potentially suitable for a part time/modified timetable intervention, as part of an existing support plan review

SLT staff member with responsibility for part time /modified timetables agrees MTT is possible action for pupil.
Letter to parent to ask for an initial meeting before MTT to discuss way forward
Consider consultation with professionals involved (to include e.g. SEND and/or VS, Social Care, Strengthening Families practitioner) to arrange a professionals meeting
Arrange a Family/Child meeting and invite appropriate worker/officer
Establish a Pastoral Support Plan/Individual learning Plan/ Personal Education Plan if one does not already exist

Parent attends meeting with/without pupil
Parent agrees to Part time/modified timetable and subsequent review and end dates

Risk assessment completed. Head signs form
MTT documentation submitted to LA via the SAM portal to be recorded on Synergy

Letter sent to parent if required- meeting held with parent to review the part time/modified timetable

MTT continues or is reviewed and further part time/modified agreed with parents. New review date is set with parents

MTT has enabled the pupil to return to full time timetable.
Letter is sent to parent (if required) to evidence the conclusion of the process

MTT has enabled the pupil to return to full time timetable.
Letter is sent to parent (if required) to evidence the conclusion of the process

Parent attends meeting but does not agree to part time/modified timetable

Schools to consider alternative interventions.
Pupil remains on a full-time timetable or a personalised curriculum is put in place that provides the pupil with full time provision

MTT ends, as no progress has been made towards objectives.
Letter is sent to parent to evidence the conclusion of the MTT process and set out next steps.



NAME OF SCHOOL			
PUPIL'S FIRST NAME(S)			
PUPIL'S SURNAME			
DATE OF BIRTH		YEAR GROUP	
GENDER		ETHNICITY	
PPG/FSM	YES/NO	ATTENDANCE	% (mandatory)
HOME ADDRESS			
NAME OF PARENT (S) WHO IS/ARE ACCEPTING RESPONSIBILITY FOR THE PUPIL WHILST ON A REINTEGRATION PLAN			
NAME OF SLT WITH RESPONSIBILITY FOR REINTEGRATION PLAN who should sign off the reintegration plan		Also include contact details- (e-mail address/phone number) should any clarification be needed	
NAME OF STAFF MEMBER COMPLETING THE REINTEGRATION PLAN (if different than above)			
IS THE PUPIL A CHILD IN CARE?	YES/NO	Schools should exercise additional care and caution when considering reducing the timetable of vulnerable pupils. A reintegration plan is rarely appropriate for Children in Care. Please confirm <u>the name of the person within the Virtual School</u> who has given agreement. Name of the LA:	
SPECIFY IF THE CHILD IS IN CARE TO T&W OR ANOTHER LA	T&W YES/NO		
	OTHER YES/NO		
IS THE PUPIL ON A CP PLAN?	YES/NO	A reintegration plan is not usually appropriate for children with a CP plan. Please confirm the <u>name of the Social Worker</u>, and, <u>the date of the conference/core group when it was agreed that this was an appropriate step or when it is intended to be held</u>	
IS THE PUPIL ON A CIN PLAN?	YES/NO	A reintegration plan is unlikely to be appropriate for children with a CIN plan. Please confirm the <u>name of the Social Worker</u>	

		and <u>the date of the core group/conference where it was agreed that this was an appropriate step or when it is intended to be held.</u>
ARE THERE OTHER PROFESSIONALS OR AGENCIES SUPPORTING THE PUPIL e.g. CATE worker/YOT	YES/NO	Names of other professionals or agencies and date they were consulted
IS THE PUPIL CURRENTLY OPEN TO STRENGTHENING FAMILIES?	YES/NO	Name of Strengthening Families worker. The date when the relevant worker was consulted.

N.B 'Keeping Children Safe in Education' September 23- Part 1

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make **sure their approach is child-centred**. This means that they should consider, at all times, what is in the **best interests of the child**.
- **All** staff have responsibility to provide a safe environment in which children can learn.
- Staff should 'understand **children can be at risk of harm inside and outside of our school/college, and inside and outside of the harm and online**.
- All staff, but especially the DSL and deputies will consider whether children are at risk of abuse or exploitation in situations outside their families. **Extra-familiar harms take a variety of different forms and children can be vulnerable to multiple harms**.

Please also reference '**Keeping children safe in education 2023**'

-remote education p36 paragraphs 139-140 including the appropriate use of filtering and monitoring on school devices

-alternative provision p43 paragraphs 168-169

Children potentially at greater risk of harm- paragraph 170

-children who need a social worker (Child in need and Child Protection plans) p44 paragraphs 171-174

-children who are absent from education (CWAFF) p44 paragraph 175

-children requiring mental health support p46 paragraphs 180-186

-Looked after children and previously looked after children p47 paragraphs 187-191

-Children with special educational needs or disabilities or health issues p50 paragraphs 199-202

If the pupil meets any of these vulnerability factors then it is unlikely that it is appropriate for a MTT to be considered.

The child is safer in school.

SEND status

DOES THE PUPIL HAVE AN EHCP? Area of difficulty	YES/NO	Has a request been made for an EHC assessment?	DATE OF REQUEST if applicable:
IF YES CONFIRM THAT THE SEND OFFICER IS AWARE OF THE DECISION	YES/NO	Date of annual review which has been held recently or is due to be held	
IS THE PUPIL SEN SUPPORT (CODE K)?	YES/NO	Area of difficulty	
NAME OF THE SCHOOL SENDCo		NAME OF THE LA SEND OFFICER	

Reintegration timetable-time per session, per day attending alternative provision											
Week beginning	Monday		Tuesday		Wednesday		Thursday		Friday		Numbers of hours in total each week:
	am	pm	am	pm	am	pm	am	pm	am	pm	

NUMBER OF HOURS IN SCHOOL ON AVERAGE PER WEEK	Hrs	NUMBER OF HOURS IN ALTERNATIVE PROVISION ON AVERAGE PER WEEK	Hrs	Total NUMBER OF HOURS ON REINTEGRATION PLANHrs
Objectives to be achieved during the period of the Modified Timetable-what changes do we want to see?	•			
Parent (s) views and expectations	•			
Child's views and expectations	(see also 'Understanding the views of children' p169 in Keeping Children Safe in Education) •			

RISK ASSESSMENT OF THE IMPACT OF THE REINTEGRATION PLAN

-ensure there is consideration of the pressure of the child being at home and the impact this may have on home life and the potential impact on sibling(s)

Summary of historical and current concerns			
Current agencies and professionals involved			
Agency/Professional	Name	Contact details	
Identified risk to pupil and others			
What measures will be taken to mitigate against these risks by school/academy			
What measures will be taken to mitigate against these risks by parents			
Other key issues discussed: (Please ensure you record any other issues/key points not captured above)			
What needs to happen?			
Actions to be taken:	By when?	Person responsible	How will we know it is working? If actions fail what is the escalation pathway?
1.			
2.			
3.			
4.			
5.			
6.			

Summary checks			
Has this document been reviewed by EWO?	YES/NO	Has this document been shared with external agencies?	YES/NO
Has this document been approved	YES/NO	Is the Headteacher aware of all aspects of this	YES/NO

by DSL?		reintegration plan	
Signed (Writer): Date:		Signed DSL: Date:	

Signatures are required from appropriate linked agencies			
Role	Name	Signed	Date
School Senior Leader responsible for reintegration plan's/Attendance			
Parent/Guardian			
SEND Officer			
Social Worker			
Virtual School			
Other (Identify)			
Please ensure all agencies have a copy of the reintegration plan when finalised with parents			

(Please attach scanned e-mail consent/signature for reintegration plan from outside agencies if required)

Review Contact 1	
Date:	Type of Contact: Phone/TEAMs/Face to face meeting/Other Staff Lead:
Attendees:	
Details of conversation:	
Actions for reintegration/Adjustment of reintegration plan	
1	
2	
3	

Review Contact 2	
Date:	Type of Contact: Phone/TEAMS/Face to face meeting/Other Staff Lead:
Attendees:	
Details of conversation:	
Actions for reintegration/ Adjustment of reintegration plan	
1	
2	
3	

Final Review Meeting	
Date:	Type of Contact: Phone/TEAMS/Face to face meeting/Other Staff Lead:
Attendees:	
Details of conversation:	
Actions for reintegration and plans for catch up with learning	
1	
2	
3	

Reintegration Plan Parent/School Contract

I understand that due to my child's medical condition/exceptional circumstances, they are being placed on a reintegration plan for a **very** limited period of time.

I have discussed the matter fully with the school and agree, during the period of the modified 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 of work between school and home for marking and guidance
- ☐ Take full responsibility for the health and safety and supervision of my child when they are not in school

(Parent to tick the agreements above before signing)

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

- ☐ Monitor the effectiveness of the part-time timetable
- ☐ Ensure arrangements are in place to safeguard and promote the well-being of the child
- ☐ Hold a review on the agreed date
- ☐ Provide work for my child to do whilst at home and mark all work completed.

Privacy Notice under the Data Protection Act 2018

Telford & Wrekin Council are collecting Personal Identifiable Information to enable us to provide you with support through the Modified Timetable Contract. We need to collect this information in order to ensure that the most appropriate educational placement is identified and/or the most appropriate support is identified for your child. This information is being processed under DPA – Schedule 2 (2a) (GDPR 2018 -Article 6 (1) B). Telford & Wrekin Council will not share any Personal Identifiable Information collected with external organisations unless required to do so by law. However, this information will be shared within Telford & Wrekin Council and partners agencies (Department of Education, NHS, Schools, and Early Years providers) solely for the purpose of providing you with an educational place or educational support. For further details on the council's privacy arrangements please view the privacy page on the council's [website page](#).

Parent

Parent's
name(s):.....

Signed.....
Date.....

Senior Leader from the school who has responsibility for the implementation of reintegration plan's

Print
Name.....

Job
Title.....
...

Signed.....
Date.....

Once signed, one copy of this form should be retained by the parent and a copy should be sent to the Access and Inclusion Team at accessandinclusion@telford.gov.uk.

The home may be subject to a visit from a representative from the School or the AST

I understand that

- Telford and Wrekin Council (T&WC) collect personal information on me/my family to enable T&WC to provide support services which will benefit me as an individual and/or my family.
- That my/my family's personal information will only be shared internally between Council services to enable these services to be provided to me/my family.
- T&WC may also share my/my family's personal information with government departments or other public bodies as required by relevant legislation.

For further information please visit www.telford.gov.uk/terms

School Letter (sample) Suggestion of a modified timetable

(Parents name and address, 2 letters if parents are separate and both have parental responsibility))

Date

Dear (Parent's name)

Pupil's name:

Date of birth:

Year group:

As you may be aware (teachers/school staff's name) from school has spoken to you about whether we should be considering a part time / modified timetable to support (pupil's name) at this time. Modified timetables are a short-term arrangement and are only considered in **very** exceptional circumstances.

(Child's name) may benefit from a reduced timetable at this time due to (please complete this paragraph)

The meeting to discuss a modified timetable will be on:....day (date) at (time).

As a school we thank you for your support and want to ensure that you are involved in the joint discussions and planning for (pupil's name) and continue to communicate with school staff. If you are unable to attend, please contact (staff name) as soon as possible to re-arrange a mutually agreeable date and time.

The staff and Governors of the school only support the use of part time/modified timetables in very exceptional circumstances and continually monitor the progress of pupils where we put this arrangement in place. In addition, the school has a duty to inform the Local Authority of any pupil who is not attending school full time, so we will submit the modified timetable notification form to the Access and Inclusion Team at Telford & Wrekin Council.

Our key priority is to ensure that (pupil's name) is as successful as possible and is able to achieve (his/her) full potential. It is our intention that (pupil's name) should be accessing a full-time provision as soon as possible and this is the means to achieving this.

I have attached a copy of (pupil's name) attendance for this academic year.

At the meeting to discuss the part time / modified timetable, you will be asked to agree the objectives and also asked to sign the consent form to give your permission. This is because, during the sessions they are not in school, you will be responsible for the supervision of your child.

Regular meetings to review the modified timetable will be arranged, whereby we will meet to decide if the objectives are being met and whether we are moving towards a full-time provision. These reviews are held within 6 weeks of the date of the modified timetable. We will invite you to these review meetings and value your contribution and support.

For the sessions your child is not in school, we will support you with work for them to do at home.

The Headteacher has been fully consulted in relation to this request to consider a modified timetable and supports it on this occasion.

Yours sincerely
(Name) (Job Title)

School letter sample when part time / modified timetable is reviewed

(Both) Parents name and address

Date:

Dear (Parent's name)

Pupil's name:

Date of birth:

Year group:

Thank you for your continuing support regarding (pupil's name) education provision at (name of school) school.

You will recall the initial meeting on when we discussed and agreed a modified timetable arrangement for (Pupil's name). It is now time to review (pupil name's) progress.

The modified timetable review meeting will be on at

I look forward to discussing the modified timetable with you. It is important that you are able to discuss the impact of this intervention with us at school.

If you cannot attend this meeting, please contact (staff member's name) to arrange a mutually agreeable time for this meeting.

Our key priority is to ensure that (pupil's name) is as successful as possible and is able to achieve his/her full potential. I would hope that you are able to support this decision.

I have attached a copy of (pupil's name) attendance for this academic year.

Thank you for your understanding and continuing support

Yours sincerely

(Name)

(Job title)

School letter sample when modified timetable is withdrawn

(Both) Parents name and address

Date:

Dear (Parent's name)

Pupil's name:

Date of birth:

Year group:

Thank you for your continuing support regarding (pupil's name) education provision at (name of school) school.

You will recall the meeting on when we discussed and agreed a modified timetable arrangement for (pupil's name) .

After reviewing this arrangement, it has been decided that this strategy to support (pupil's) re-integration into school full time is not working for the following reasons:

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OR

After reviewing the modified timetable arrangement, we are very pleased with the positive impact and as a result your child is returning to full time education.

Therefore, I am writing to you to inform you that the modified timetable will be withdrawn from(date). This means that (pupil) should resume his/her full-time timetable from(date).

A re-integration meeting will be held on(date) and a member of staff will discuss with you and your child, the curriculum and outline any changes that may have occurred during the period of the modified timetable. If you cannot make this meeting, please contact (staff member's name) to arrange a mutually agreeable time for this meeting.

Our key priority is to ensure that (pupil's name) is as successful as possible and is able to achieve his/her full potential. I would hope that you are able to support this decision.

I have attached a copy of (pupil's name) attendance for this academic year.

Thank you for your understanding and continuing support

Yours sincerely

(Name)

(Job title)