
REINTEGRATION TIMETABLES POLICY



RÆDWALD
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REINTEGRATION TIMETABLES POLICY

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CEO Signature:	Angela Ransby
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1. Purpose

This guidance is intended to establish agreed approaches for all Raedwald Trust, academies, and alternative provision settings in the appropriate use of reduced timetables (sometimes referred to as 'part-time' timetables).

2. Introduction

2.1 The Raedwald Trust, through its Trust Board, have agreed that a top strategic priority will be to support every child across the Trust to secure their legal full-time entitlement to education. Despite the challenging circumstance facing many of our children and young people the Trustees will expect Trust academies to focus on addressing safeguarding risks of part-time or non-attendance at an academy.

2.2 The local authority has a statutory responsibility to identify and track any pupil missing education. Any pupil on a reintegration/reduced timetable is deemed to be at risk of missing education and therefore needs to be identified and tracked rigorously by academy leaders.

2.3 The document 'Pupils Missing Out on Education', published by Ofsted in November 2013 and the new Local Authority inspection framework (Inspection of services for children in need of help and protection) which now includes the requirement for each authority to report robustly on academy age children who are not in full-time education, correctly support the need to have strong guidance in place.

2.4 It is important to highlight that there is no statutory basis upon which to establish a reduced timetable, however, in exceptional circumstances, academies may decide to implement one for a time-limited period (usually a maximum of 6 weeks) in order to support a pupil who cannot attend academy full-time to reintegrate into full-time provision.

2.5 The Raedwald Trust remains committed to every child's right to a full-time education offer and makes clear the requirement that a reintegration timetable cannot be implemented without written agreement from parent/carer (or the Virtual academy for looked after children and/or the SEN team at the local authority where appropriate) and make every attempt to gain written agreement from Local Authority Officers. Trust leaders are expected to share information with their LA officers in a clear, timely fashion as part of their commitment to effective collaborative working.

3. Full-time Education

3.1 All education should be suited to a child's age, ability and aptitude, taking into account any special educational need.

3.2 The assumption is that pupils should receive full-time education consistent with their Key Stage.

3.3 A timetable is considered reduced when it consists of something less than that which is provided to the majority of the pupil's peers in that setting.

4. Induction timetables

4.1 An induction timetable may be used to support integration into the new Raedwald setting. The duration of this will be no more than 6 weeks and will be determined by presenting pupil need, parental discussion, RT pathway placement and wider professional guidance.

5. When might a reintegration timetable be used in Raedwald Trust academies?

5.1 This is not an exhaustive list but it is likely that a pupil being considered for a reduction would fall within one of these 3 categories.

Part of an in-academy support package

5.2 Academy, parent/carer and other professionals agree that a short-term (no longer than 6 weeks) reduced timetable would support a pupil who has become disaffected, to regain success. This would be a closely monitored intervention to address and manage the impact of significantly challenging behavioural, emotional or social needs.

Medical reasons

5.3 A pupil has a serious medical where recovery is the priority outcome. These arrangements would be part of a “medical plan” agreed between the academy and health professionals. This may include physical or mental health conditions. Academy leaders must refer to the document Ensuring a good education for children who cannot attend school because of health needs before offering a reduced timetable for this reason.

Reintegration

5.4 As part of a planned reintegration into academy (no longer than one half term) following an extended period out of school e.g. following an exclusion, non- attendance, school refusal etc.

6. Good Practice Guide for Raedwald Trust Academies

6.1 In circumstances where the academy consider that it may be necessary to establish a reintegration timetable for a pupil, the academy leader should:

- a) Have carried out a thorough assessment to establish if there are wider needs and identify what support is required from external agencies.
- b) Undertake a thorough risk assessment and give consideration to safeguarding measures for the duration. The academy must carry out a risk assessment before implementation and this should be recorded.
- c) Notify LA partners as required and the Raedwald Trust Pedagogical Lead weekly of the details of any reduction
- d) Inform other services who are involved with the child/family e.g. Social Care, SEN.
- e) Convene a meeting to discuss the proposals for a reduced timetable. This must include the parent/carer. If the pupil is a looked after child this must include a member of Social Care’s LAC team. If the pupil has a statement of SEN/Education Health and Care Plan, this should include input from a

member of the SEN team. It should also include input from professionals who form part of the Team around the Family (TAF).

f) Establish a plan (Team around the Family (TAF), Pastoral Support Plan, Individual Learning Plan, Personal Education Plan etc.) for the reduced timetable which details:

- *The proposed timetable to get back to full-time (in the case of categories 1& 3 this shouldn't usually be any longer than 6 weeks).*
- *How the assessed risk and safeguarding measures will be managed*
- *Details of the review schedule.*
- *The supportive interventions that will accompany this reduction in time at academy.*
- *Outcome and exit strategies. How will all parties know that it is successful?*
- *The named person responsible for the plan within the academy.*
- *Consideration should be given to whether any other adjustment should be considered to meet need.*

g) Send a copy of the plan and the reduced timetable pro forma including the hours to the family, home academy and ensure a copy is saved to the pupils school pod area. The plan and the teaching hours must be agreed by the parent. The academy should retain a copy of the agreement signed by the parent. Without parental agreement a reduced timetable strategy cannot be implemented.

h) Consider the academy's legal position in regard to the wellbeing of the pupil during academy hours. The Department for Education have given the following advice:

"Cases where children are placed on a reduced timetable are likely to be rare and unique in each individual case. If an academy has a concern regarding its legal obligations with regards to safeguarding a pupil on a reduced timetable they should seek their own legal advice on a case by case basis."

7. Monitoring and Reviewing

7.1 The academy must

a) Report the reduced timetable to the Raedwald Trust Pedagogical Lead via weekly SEND Admin support monitoring schedule as soon as it becomes operational. A copy of the plan and the reduced timetable pro forma, including the number of teaching hours, must be kept on the student's file.

b) Formally review the reduced timetable every 2 weeks or, up to a maximum of one half term.

c) Record the child's attendance accurately on the attendance register:

C Code : Leave of absence authorised by academy. *To be used when a pupil has a reduced timetable that includes sessions which have been mutually agreed not to involve attendance at academy or an alternative provision (the academy must be satisfied that appropriate arrangements are in place for the care and welfare of the pupil during the time when they would otherwise be at academy).*

B Code: Off-site educational activity. *This code should be used when pupils are present at an off-site educational activity that has been approved by the academy. Ultimately academies are responsible for the safeguarding and welfare of pupils educated off-site. Therefore by using code B, academies are certifying that the education is supervised and measures have been taken to safeguard pupils. This code should not be used for any unsupervised educational activity or where a pupil is at home doing academy*

work. Academies should ensure that they have in place arrangements whereby the provider of the alternative activity notifies the academy of any absences by individual pupils. The academy should record the pupil's absence using the relevant absence code.

D Code: Dual registered *To be used where a pupil is registered at two schools. The D code only applies where a pupil is attending an academy other than their home academy and where that academy is coding the pupil's attendance and making a return to the LA. E.g. when a pupil returns to their home academy for part of the week.*

d) Monitor the overall use of this strategy within the academy and report to LGBs at each meeting.

e) Ensure effective, regular communication with parents/carers (and LA as necessary) with regard to progress towards full-time reintegration to academy.

8. Useful Links

The Suffolk Children Missing Education team are an important point of contact in relation to this policy. See below for their contacts.

Contact Vanessa Williams, vanessa.williams@suffolk.gov.uk 01473 265224

There is a new CME Referral Form to be used from September 2018. For more information about making a referral and for the referral form, please visit <https://www.suffolk.gov.uk/children-families-and-learning/schools/pupil-attendance-and-welfare/children-missing-from-education/>

The school will need to identify the code for pupil deletion under Pupil Regulations 8.1, paragraphs (a) to (o).



Appendix 1: Reintegration timetable agreement template

[RAEDWALD TRUST SITE] REINTEGRATION TIMETABLE PLAN					
Name:		Year and DOB:		Date:	
Current Attendance %			Target date for full time attendance		
Reasons for reduced timetable being put into place including the needs of the pupil and how these will be met:					
Previous strategies tried:					
How the reduced timetable will help the pupil:					
Provision the school will put into place for when the pupil is not at school:					
How school will ensure effective safeguarding measures are in place when the pupil is not in school.					
How the school will support the pupil when at school:					

PUPIL’S AND PARENTS’/CARERS’ VIEWS						
Pupil’s views including how he/she wants school to support				Parents’/Carers’ views including how they will support their son/daughter		
ATTENDANCE ACTION PLAN: WEEK 1						
Timings of lessons <i>(amend as appropriate)</i>	Monday	Tuesday	Wednesday	Thursday	Friday	Total
9:00 – 10:00	English	English	Maths	Training	Science	
10:00 – 11:00	Maths	Science	RE	Training	ICT	
11:00 – 12:00	Science	ICT	English	Training	Music	
12:00 – 13:00	Art	P.E.	Art	Art	Maths	
13:00 – 14:00	P.E.	Lexia	Science	English	English	
14:00 – 15:00	PSHE	Sumdog	PSHE	P.E.	PSHE	
Welfare Plan		Welfare call	Welfare call		Welfare call	
In school or TPP	6 hours	4 hours	3 hours	6 hours	4 hours	23 hours
Remote Learning		2 hours	3 hours		2 hours	7 hours
ATTENDANCE ACTION PLAN: WEEK 2						
Timings of lessons <i>(amend as appropriate)</i>	Monday	Tuesday	Wednesday	Thursday	Friday	Total
9:00 – 10:00						
10:00 – 11:00						
11:00 – 12:00						
12:00 – 13:00						
13:00 – 14:00						
14:00 – 15:00						
Welfare Plan						
In school or TPP						
Remote Learning						

Weekly review including any changes to target end date, reasons for changes and new strategies that will be put into place				
Week 1				
Week 2				
Signed by child:		Signed by parent/carer:		
Signed by teacher:		Signed by Headteacher:		
Others involved with plan	Name and role	Date informed	Document attached v	Plan agreed v
Roll School				
Social Services				
Head of Virtual School				
Local Authority				
Health Professional				