



Part-time Timetable Policy

January 2026

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Statement of intent

At Derby Diocesan Academy Trust (DDAT), we recognise that all pupils are entitled to a full-time education. However sometimes, in exceptional circumstances, there is a need for implementing a part-time timetable for individual pupils. A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. When implementing a reduced timetable schools should have high aspirations with regard to what a student can achieve and respond quickly and effectively to any signs of disengagement with provision.

This policy is in place to ensure pupils are only put onto part-time timetables in exceptional and necessary circumstances and continue to receive a high-quality education whilst they are on a part-time timetable. The schools within DDAT will use this policy to ensure the pupil's needs are met whilst they are integrated back into the school.

The Trust and schools within it are committed to ensuring that:

- Pupils are only put on a part-time timetable in exceptional circumstances.
- Pupils are only put on a part-time timetable to meet individual pupil need.
- Pupils are only put on a part-time timetable for a limited amount of time and not as a long-term solution.
- Pupils on a part-time timetable are not missing any education.
- Part-time timetables are not used by the school as a form of exclusion or used to manage pupils' behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) School Admissions Code
- DfE (2015) Special Educational Needs and Disability Code of Practice: 0-25 years
- DfE (2024) Working together to improve School Attendance
- DfE (2025) Keeping Children Safe in Education
- DfE (2025) Children Missing in Education
- DfE (2024) School Attendance (Pupil Registration) in England
 - Ofsted (2025) Ofsted Inspection Framework and Operating Guide
 - DfE (2024) Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England

- DfE (2024) Providing remote education: guidance for schools (DfE, updated August 2024)

This policy operates in conjunction with the following school policies: **(amend as appropriate)**

- Attendance Policy
- AP Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Anti-bullying Policy
- Remote Learning Policy

2. Roles and responsibilities

The Headteacher/Executive Headteacher/ Head of School/ Assistant Headteacher is responsible for:

- Ensuring that all staff are aware of the policy for part-time timetables.
- Working with the SLT to manage and implement reintegration plans.
- Communicating the progress of all pupils on a part-time timetable to the governing board.
- Maintaining communication with the parents of pupils on a part-time timetable.
- Discussing the needs of individual pupils on a part-time timetable with relevant professionals (DDAT Safeguarding Lead, Local Authorities, Educational Psychologist, Health professionals, Educational Welfare Officer).
- **Gathering and documenting the voices of parents, pupils, and staff as part of the planning and review processes.**

The local trust committee are responsible for maintaining oversight of the school's approach to part-time timetables. There will be regular anonymous reporting to the local trust committee of the number of pupils on a part-time table and their duration. This will be within the termly headteacher's report.

The SENCO is responsible for:

- Reviewing pupils' EHC plans to discuss proposals for a part-time timetable.
- Seeking agreement from parents or carers, all relevant professionals and the Local Authority if a pupil with SEND is to go onto a part-time timetable.

- Organising follow-up appointments with parents to complete a reintegration plan.
- Liaising with the school nurse to ensure pupils with medical conditions are fully supported whilst on the school site.
- **Ensure where relevant that professional involvement is considered in the decision-making process**

The class teacher/ head of year is responsible for:

- Planning, setting and resourcing work to support with home/remote learning.
- Marking completed work and providing feedback to support the pupils' next steps in learning.
- Liaising with the parent /carer to ensure that the pupil is fully supported in their remote/home learning.

The Attendance Officer is responsible for:

- Recording attendance accurately using the appropriate attendance codes.
- Liaising with the Educational Welfare Officer to ensure pupils on a part-time timetable are fully supported and not being penalised.

3. Reasons for implementing a part-time timetable

The school will only implement a part-time timetable for individual pupils in the following circumstances:

- Where there are medical grounds, supported by a medical practitioner or CAMHS, which state that part-time provision is in the best interests of the pupil.
- As part of a planned reintegration into school following an extended period of absence due to exclusion, non-attendance, school refusal, or to facilitate a managed transfer between schools.
- As a temporary fixed-term solution, closely monitored intervention to address and manage the transition for SEND children where their individual needs are such that they require a gradual transition from a Nursery to Reception class.
- As a temporary fixed-term solution, closely monitored intervention to address and manage the impact with significantly challenging behaviour or emotional or social needs, whilst other arrangements are being made to meet their individual needs.
- To support a pupil who is at risk of permanent exclusion.

The school will only offer a part-time timetable in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. A part-time timetable should not be used to manage a pupil's behaviour.

4. Procedures for implementing a part-time timetable

In the circumstances that the school implements a part-time timetable for a pupil, the school will:

- Undertake a thorough risk assessment, giving consideration to the safeguarding implications of the pupil being away from the school site for a longer period of time. Convene a meeting between the Headteacher/Executive Headteacher/Head of School/Assistant Headteacher, SENCO, the pupil's parents and relevant Local Authority/Trust professionals to discuss the appropriateness of a part-time timetable. The teacher will be involved should this be necessary.
- Consult with the appropriate Local Authority Officer or Social Worker prior to implementing a reduced timetable for students in specific circumstances (with an EHCP, LAC, on a Child Protection Plan).
- At this meeting the part-time timetable planning and consent form (**Appendix A**) will be completed which will record the rationale for the part-time timetable, the support that is available, the views of those involved **including parent/s/carers**, the signed consent from parent/s/carers, the timescales around the part-time timetable, review dates, possible approaches to reintegration along with any other information that is felt relevant.
- Ensure the SENCO/Assistant Headteacher convenes a review meeting of the pupil's EHC plan, where relevant, to discuss proposals for a part-time timetable and seek agreement from the parents and Local Authority.
- Ensure the SENCO/ Assistant Headteacher and Designated Safeguarding Lead seek the approval and written permission of the parents or carers of LAC, where relevant, and the Local Authority and follow this up with another meeting to complete the reintegration plan. This may be included in the notification form (Appendix A).
- A detailed chronology will be kept of any consultations with other professionals, meetings with parents, plans and actions taken and all reviews and evaluations noted during the period of a part-time timetable.
- It is a requirement to notify external bodies, such as the Education Welfare Service, as part of the process.
- The policy must include an Individual Healthcare Plan for pupils with medical needs.
- Detailed risk assessment points must include potential safety risks and supervision details.

5. Cooperation with parents

Within the initial meeting with parents, the Headteacher/Executive Headteacher/ Assistant Headteacher will:

- Ensure all participants are satisfied that suitable arrangements are in place to assure the safeguarding and care of the pupil during the period when they would otherwise have expected to be in school.
- Draw up a written agreement with the parents about who is responsible for the pupil whilst they are in school and at home. Parents will be asked to sign the written agreement. (Appendix A)
- Ensure there are agreed objectives, which have been formulated with the parents, of clear steps to access a short-term educational plan for the pupil based on their needs. (Appendix A)
- Agree the number of hours of support that will be provided in school.
- Ensuring the school meets its statutory obligations for providing a certain number of hours of support for pupils with SEND. (Appendix A)
- Establish a clear route back to a full educational entitlement by clearly defining objectives, milestones and support for the duration of the plan. (Appendix A)
- The objectives of the reduced timetable as a planned intervention will be clearly explained and a clear plan for re-integration into full-time education, including the support that will be provided to facilitate this documented.

The Headteacher/Executive Headteacher/ Assistant Headteacher will organise a follow-up meeting, **two weeks** into their part-time timetable to discuss the effectiveness of the part-time timetable and whether objectives have been met. Review meetings will then take place every **two weeks** discussing the plan for a phased return to full-time education.

If objectives have not been met, the school will reassess its other options.

6. Attendance Recording and Coding

- Pupils of compulsory school age who are subject to a temporary, agreed part-time timetable remain on roll at the school and are expected to return to full-time education as soon as possible.
- Attendance must be recorded accurately and consistently in line with Working together to improve school attendance (DfE, August 2024) and the School Attendance (Pupil Registration) (England) Regulations 2024.
- Remote education or off-site provision does not, in itself, constitute attendance at school and does not remove the requirement to record attendance appropriately.
- The school retains full responsibility for the pupil's attendance, safeguarding, progress and reintegration, even where education is delivered off-site or by another provider.

Attendance Codes

The following attendance codes should be used, as appropriate:

C2 – Pupil not expected to attend

Used where a pupil of compulsory school age is not required to attend for a session due to an agreed, time-limited part-time timetable.

B – Approved off-site educational activity

Used where a pupil is attending approved alternative provision or off-site education arranged by the school and supervised by an authorised provider.

K – Education provided by the local authority (Section 19)

Used where the local authority has arranged suitable full-time or part-time education for a pupil who cannot attend school due to health needs or other exceptional circumstances.

D – Dual registered pupil

Used where the pupil is registered at another school or setting and is attending that provision for the session.

X – Non-compulsory school age absence

Used only where applicable (for pupils not of compulsory school age) and in line with statutory guidance.

Where a pupil does not attend the provision or session they are expected to attend, the appropriate absence code must be applied in line with national guidance.

Attendance coding must be reviewed regularly as part of the part-time timetable review process, particularly where arrangements change or are extended.

7 Additional considerations

- The school will assess the impact of the part-time timetable on the transport arrangements in place for the pupil – if appropriate.
- The school will make any adjustments to transport to accommodate their part-time timetable, where possible – if appropriate.
- The school will ensure pupils sign out at the reception desk and wait for collection from their parents or their dedicated transport method organised by the school or LA.
- The school will ensure that pupils are able to attend school safely during school hours. A risk assessment will be completed to ensure that pupils are able to get to school safely and parents understand their responsibilities.
- If the pupil receives FSM, the school will ensure the pupil continues to receive their meals either at school or at home.

8 Safeguarding

Keeping Children Safe in Education (DfE, 2025) identifies schools as part of the wider safeguarding system for children and recognises that all school staff can identify concerns early, to provide help for children and to prevent concerns from escalating.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Clearly, in relation to safeguarding, where a child is not in school, their vulnerability is increased. When deciding whether a reduced educational provision is appropriate, consideration must always be given to the welfare and safety of the child/young person. This must be part of the risk assessment process. **A part-time timetable will only be used in the *most exceptional circumstances* when considering the safeguarding of vulnerable groups.**

Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parental agreement to any arrangement they make, they are responsible for the safeguarding and welfare of pupils off-site during school hours.

Where a child is receiving support from social care, a meeting prior to the implementation of a part-time table will be convened with parents/carer, and social worker.

Consideration should be given to the increased risk to the pupil to 'child sexual exploitation' (CSE), substance misuse, self-harming, radicalisation and other potential abuse or criminal activity. A risk assessment must address potential risks of time off-site and document mitigation strategies.

In line with Children Missing Education (CME) statutory guidance, which academy trusts must have regard to, and in accordance with local authority notification and monitoring protocols, the school will notify and share relevant information with the Local Authority and/or Education Welfare Service (EWS) when a pupil of compulsory school age is placed on a part-time timetable. This includes providing timely updates, participating in monitoring arrangements, and working collaboratively with external agencies to safeguard the pupil's welfare and support their reintegration into full-time education.

9 Vulnerable Groups

Pupils with an Education, Health & Care Plan

- It is illegal for schools to discriminate against pupils based on their special educational needs and/or disability.

- A reduced timetable should only be used for a pupil with an Education, Health & Care Plan in very limited circumstances.
- A pupil should not be put on a reduced timetable because of their special educational need as this may constitute discrimination. In some cases, a special educational need may also be a disability and therefore constitute a protected characteristic under the Equality Act 2010.
- Academies must ensure that the provision specified in the EHC plan is delivered in order to meet the child's needs and secure their statutory entitlement.
- Approval must be obtained from the LA SEND team, with documented evidence that the reduced timetable aligns with EHCP provisions.

Looked after children

A reduced timetable, for a Looked after Child should only be implemented in very limited circumstances and not before all other interventions have been tried. Before proceeding, the following steps are required: A formal review of the child's Personal Education Plan (PEP) Written parent/guardian agreement and the consent of both the child's social worker and the Virtual School (or their representative).

Children subject to a child protection plan

Children on a child protection plan are very vulnerable and may be placed at greater risk if placed on a reduced timetable. Therefore, a reduced timetable, should only be implemented in the most exceptional circumstances when all other interventions have been tried. The following steps are required:

- Formally consult the child's social worker and secure agreement
- Any reduced timetable should only be implemented following a Core Group meeting, or discussion with Social Worker.

10 Communication

The Headteacher/Executive Headteacher/Head of School/ Assistant Headteacher communicates this policy to:

- Staff who may be involved in setting part-time timetables for pupils.
- Parents, particularly those whose children are on part-time timetables.
- The Local Trust Committee
- The SLT.

The Headteacher/Executive Headteacher ensures staff understand that part-time timetables are only put in place for a very small number of pupils in very exceptional circumstances.

Staff will receive training for operating part-time timetables if they are involved in any process of delivering a part-time timetable, e.g. teaching the pupil.

11 Review process and recommendations

- Part-time timetables are time-limited, exceptional arrangements and must be used only as a short-term measure to support a pupil's reintegration into full-time education. They must never become the pupil's long-term or default provision.
- A planned end date must be agreed and recorded at the outset of the arrangement, even where this may later be adjusted following review. The expectation remains that pupils will return to full-time education as soon as it is in their best interests to do so.
- The part-time timetable will be reviewed at least every two weeks. Reviews will consider the pupil's attendance, progress, safeguarding, wellbeing, and readiness to increase hours.
- Any extension beyond the planned end date must be clearly justified and supported by:
 - a documented rationale,
 - an updated risk assessment,
 - senior leader sign-off, and
 - involvement of external agencies where appropriate (e.g. local authority, SEND services, health professionals, social care).

12 Monitoring and review of the policy

- This policy will be reviewed annually by Deputy CEO.
- Any changes to this policy will be communicated to all relevant stakeholders.

13 Documentation standards

- Detailed documentation must be maintained, including meeting minutes, risk assessments, reintegration planning, and regular reviews. Templates provided by Derbyshire County Council/ Derby City Council should be utilised for consistency.

14 Procedural clarity

- The Inclusion Support Advisory Service and Early Help team should be consulted when planning part-time timetables, particularly for pupils with identified needs.

- Part-time timetables must not be implemented as a behaviour management strategy but only for medical, reintegrative, or educational purposes.
- Sending a pupil home without using the formal suspension process may amount to an unlawful suspension and must not be used as an alternative to lawful suspension or exclusion processes. Leaders must be able to evidence the lawful basis, time-limit, and reintegration plan.
- Ensure that where relevant, external agencies support the school with their decision to implement a part time timetable and to support the school to complete paperwork to reflect their expertise

Summary:

- Schools have a statutory duty to provide full-time education for all pupils.
- However, in very exceptional circumstances there may be a need for a temporary reduced timetable to meet a pupil's individual needs.
- A reduced timetable means by agreement with the pupil, parent/guardian and school, other professionals, the number of hours spent in education are reduced for a time limited period. The return to full-time education for the pupil must underpin all actions.
- The child's parents/guardian must agree to a reduced timetable.
- A risk assessment to be completed.
- A clear action plan for improving education must be in place.

Definitions

For the purposes of this policy, the following distinctions apply:

- **Part-time timetable**
A temporary, exceptional arrangement whereby a pupil of compulsory school age attends school for fewer hours than expected, as part of a planned and time-limited reintegration into full-time education. The pupil remains on roll at the school, and the arrangement must not be used as a substitute for suspension or permanent exclusion.
- **Flexi-schooling**
A formal agreement between the school and parents/carers whereby a pupil is educated partly at school and partly at home, with parental responsibility for the home-education element. Flexi-schooling is not the same as a part-time timetable and must be agreed and recorded in line with statutory guidance.
- **Remote education**
Education provided away from the school site, using digital or other means. Remote education does not, by itself, constitute attendance and does not remove the requirement to record attendance appropriately or to maintain safeguarding and oversight responsibilities.

- Alternative provision (AP)/dual registration
Education arranged either by the school or the local authority, delivered by another provider. Where a pupil is dual registered, attendance must be recorded using the appropriate code, and the home school retains responsibility for monitoring attendance, safeguarding and progress.

Appendix A to be shared with the Local Authority and within Arbor

Derby Diocesan Academy Trust

Part-time Timetable Planning and Consent Form

Child's Name:

UPN: Ethnicity:

Date of Birth: Gender: Year Group:

FSM: SEN Stage:

School:

Is the child looked after by Derbyshire County Council or Derby City Council or any other local authority?

If yes, which local authority?

Have you liaised with the Virtual HT?

Yes/No

Is the child subject to a Child Protection Plan?

Child in Need

Early Help

Yes / No

CP

CiN

EHA

(Highlight as
approp)

Has the pupil had a part-time timetable before?

Yes / No

If yes, when?

Name of parents/carers:

Name of lead person in school:

Other external professional/agencies involved in the decision to have a part-time timetable

Name of social worker (if applicable):

Name of SEN caseworker (if applicable):

Name of Virtual School rep (if applicable):

Name of EWO (if applicable):

Name of YOS worker (if applicable):

Others

What actions have been previously taken to support the child to attend school full-time?
Who has been involved?

-

Why is a part-time timetable necessary? (behaviour, delayed reception intake, medical needs, mental health needs, plan to address poor attendance, pregnant/young mother, other). Please give any relevant detail.

-

Has a risk assessment been completed?	Yes/No
Is there a support plan in place to support the child whilst on the part-time timetable and to get them back into school full-time?	Yes/No
Is work being provided for the pupil when they are not in school?	Yes/No
Summary of parents'/carers' views	

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Start date of part-time timetable:

Number of hours in education each week:

Review date of part-time timetable:

Planned end date of part-time timetable:

Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Objectives of the part-time timetable/interventions to support:				
•				
•				
Plans for re-integration				
•				
Any other comments relating to this part-time timetable:				
•				

I understand my child has been placed on a part-time timetable for a limited period.

I have discussed the matter fully with the school and agree, during the period of the part-time 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 regular communication between school and home for marking and guidance.
- Take full responsibility for the health and safety of my child when they are not in school.

Signature
(Parent/Carer) _____ Date _____

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

- Monitor the effectiveness of the part-time timetable.
- Hold a review on the agreed date.
- Provide work for the child to do whilst at home and mark all work completed.

Signature
(School) _____ Date _____

Other signatures (if required):

SEN Caseworker	_____	Date	_____
Social Worker	_____	Date	_____
Virtual School Rep	_____	Date	_____
Education Welfare Officer	_____	Date	_____
YOT Officer	_____	Date	_____

This form should be retained with the pupil's school records.

Governors should be made aware of the number of pupils on a part-time timetable.

Please include the relevant information about the pupils on part-time tables onto Arbor. If you have any issues, please contact Dan Boothby on Daniel.Boothby@ddat.org.uk

Working together to improve school attendance (DfE statutory guidance, updated August 2024, in force from 19 August 2024)

Can a school place a pupil on a part-time timetable?

As a rule, no. A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. 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 treat absence as authorised.

Appendix B

Part-Time Timetable Checklist

Why a part-time timetable?

- Have the child's needs been fully considered? EHCP? Behaviour plans? Social care involvement? Health?
- What has been done up to this decision? How has this been logged?
- Have you consulted external agencies for support?
- Have you implemented nurture strategies?
- Have you considered a staggered timetable?
- Have resources and staffing been considered?
- How have you involved parents in the provision?
- Have you sought support from other schools in the trust?

Meeting

Convene a meeting between the Headteacher/Executive Headteacher/Head of School), SENCO, the pupil's parents, and relevant LA/Trust professionals to discuss the appropriateness of a part-time timetable. The class teacher will be involved should this be necessary.

Have governors been informed of the decision?

Part-time timetable planning and consent form

- Rationale
- Objectives and timescales, review dates
- Plan for phased return
- Support identified
- Written approval from parents
- Part-time timetables must not be implemented as a behaviour management strategy but only for medical, reintegrative, or educational purposes.

• Detailed documentation must be maintained, including meeting minutes and risk assessments • The risk assessment must address potential risks of time off-site, including vulnerabilities to exploitation, radicalisation, and self-harm, and document mitigation strategies. • Consider the safeguarding implications of extended off-site time.
Sharing with professionals • The Inclusion Support Advisory Service and Early Help team should be consulted when planning part-time timetables, particularly for pupils with identified needs. • Complete the Derby City/ Derbyshire PTT forms: • Notification • Update • Closure • Governors
Review meetings Recorded on My Concern/ CPOMS/ School own system
Chronology Record fortnightly meetings
Safeguarding • Pupil signs in and signs out • Give consideration to the safeguarding implications of the pupil being away from the school site for a longer period of time
Implementation and monitoring • Ensure that the timetable is not used as a behavioural management strategy • Regularly monitor the pupil's progress and document adjustments to plans as required

Appendix C

Risk Assessment – assessing the risk related to remaining full-time and moving to reduced timetable

Please use this form to assess any potential risk(s) around the student when not in school during school hours.

Pupil:

DOB:

School:

Year Group:

1) Identification of Risk

Describe the concerns:

Student traveling home during the normal school day due to bespoke timetable

Student being at home and not on the school site

Has this been observed or reported? By whom? When?	This has been agreed by parents/guardian in relation to extenuating circumstances requiring home learning to take place	Who is placed at risk?	The student Members of the public Parents/Carers/Family members
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PLEASE COPY, PASTE AND COMPLETE A SEPARATE SECTION 2 IF THERE IS MORE THAN ONE SEPARATE RISK

2) ASSESSMENT OF RISK		3) RISK REDUCTION	
What is the risk?	Student traveling home during the school day	Proactive interventions to reduce/prevent risk • What? Who? How? When?	
How likely is it that the risk will arise? (please circle)	Very likely Likely Unlikely		
If the risk arises who is likely to be injured/hurt?	Student Member of the public	Is there anything that needs to be put in place around risk before the Part-time Timetable can start?	

4) ASSESSMENT OF RISK		5) RISK REDUCTION	
What is the risk?	Student being at home and not on the school site	Proactive interventions to reduce/prevent risk • What? Who? How? When?	
How likely is it that the risk will arise? (please circle)	Very likely Likely Unlikely X		
If the risk arises who is likely to be injured/hurt?	Student Parent Other family member	Is there anything that needs to be put in place around risk before the Part-time Timetable can start?	

Do all parties agree that any risks outlined can be safely mitigated? Y / N

Please list everyone involved in this decision and their roles

Date:

Signature of parent/carer

Signature of designated school representative:

Signature of Headteacher/Executive Headteacher/Head of School/ Assistant Headteacher: