



Modified Timetable Protocol and Flexi Schooling Information

Reviewed September 2016

In line with recommendations from

'Children Missing Education Statutory Guidance 2015'

DfE '*Supporting Pupils at School with Medical conditions*' Feb 2014

and

Ofsted November 2013 '*Pupils Missing out on Education*'

Protocol for Pupils on a Modified Timetable (MTT)

Introduction

In each Local Authority (LA) area there are children and young people who do not, or cannot, attend full time education in the usual way. The 'usual way' refers to the provision attended by the vast majority of children and young people of compulsory school age in England. Typically, they attend school for between 21 and 25 hours a week, as appropriate for their age, for 38 weeks per year.

Too often children and young people only receive a part time education or none at all. This can be a safeguarding, as well as an educational, issue. If no-one in the LA knows what education these children and young people receive each week, or whether they even attend, they not only miss out on education but can be vulnerable to abuse. Everyone must take greater responsibility for knowing where these pupils are. HMI & Ofsted will ask for specific details for all pupils for whom the LA is responsible but who are not in full time education.

The LA should have the highest possible expectations for these young people which should at least match those held by the parents. Young people who grow up to be adults who lack qualifications face a difficult path, especially when trying to find employment. We owe it to all of them to ensure they are given every chance to stay safe and succeed.

LAs and schools that respond quickly to any signs of disengagement, or children and young peoples' anxieties are more successful in helping them to achieve at levels comparable with those of their peers and return to full time education.

For children of compulsory school age, parents are required under *Section 7 of the Education Act 1996* to ensure that, either by regular attendance at school or otherwise, their children receive **full-time** education.

The recommended **minimum** hours per week of taught time are as follows:

KS1	21 hrs
KS2	23.5 hrs
KS3/4	24 hrs
KS4 (Y11)	25 hrs

These hours are set out in **Circular 7/90**

The Criteria for Placing a Pupil on a Modified Timetable

The main groups of children and young people who are likely to be pupils missing out on education are those who:

- a) have been permanently excluded
- b) have particular social and behavioural difficulties and have personalised learning plans: this means that, by arrangement, they do not attend their usual school full time
- c) have mental health needs and access Child and Adolescent Mental Health Services (CAMHS) either as an in-patient or through services provided in the community
- d) have medical needs other than mental health needs
- e) rarely attend school and have personalised learning plans as part of attempts to re-integrate them into full time education
- f) are pregnant or are young mothers of compulsory school age
- g) have complex needs and no suitable school place is available

In addition, small numbers of children and young people do not currently attend school in the usual way because they:

- h) are returning from custody and a school place has not been secured
- i) are new to the country and are awaiting a school place
- j) are from a gypsy, roma or traveller background and alternative provision has been made
- k) have moved from another area and a school place has not been secured; these may include children who are Children in Care (CiC).

(N.B a category between a) – k) should be indicated on the attached MTT1).

'The vulnerability of such pupils was significantly increased because they were out of school unofficially and preventative agencies were not aware of their potentially increased exposure to drugs, alcohol misuse, crime, pregnancy or mental health problems (Ofsted's 2010 report, Children Missing Education)

N.B

All schools, must inform the LA of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the LA (or in default of such agreement, at intervals determined by the Secretary of State). (Keeping Children Safe in Education- statutory guidance for schools and colleges July 2015)

Schools have a responsibility to monitor and evaluate the achievement of pupils on their roll. Pupils should be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements should be made to ensure that the work is regularly marked; assessed and constructive feedback is given to the pupil.

Once tried as an alternative measure it should be rare to have a further period of modified timetable since it shows that the strategy was not working and a different strategy needs to be tried, unless the new period of modified timetable is showing an increase in hours.

Responsibilities of the Local Authority

Each Local Authority should:

- establish a central record of all children and young people not accessing full time education in the usual way, including those who are accessing alternative provision full time away from the mainstream school, regardless of where they are on roll; and maintain good information about the achievement and safety of any child or young person not accessing education in the usual way
- identify clear lines of accountability for the quality and amount of provision, as well as the education and social outcomes for all children who do not access school in the usual way, with a named person at a senior level who is held to account for this statutory duty
- share information across LA boundaries in a timely and appropriate way to minimise interruption to a child's or young person's educational provision
- ensure that every child is on the roll of a school, regardless of circumstances, unless parents have elected to educate their child at home.

Schools including academies and free schools should:

- stop unlawful exclusions (*sometimes referred to as informal or grey exclusion. This is the removal of a pupil from the school site without a lawful basis, for example: sending a pupil home for a disciplinary reason or enforcing a period of home study without following the legal process; this is unlawful even if the parents/carers agree to this informal exclusion.*) and provide suitable support for children and young people with behavioural difficulties
- establish clear accountability for the achievement, safety and personal development for any pupil subject to a MTT and its monitoring
- monitor the quality and amount of provision made for all children and young people who are on a school roll but not accessing school in the usual way
- inform the LA of any part time education arrangements regardless of the type of school (*this includes schools maintained by the LA, academies, free schools and independent schools*)
- keep children and young people on the school roll during periods of illness or custody (or for as long as it is relevant), in line with government policy and guidance
- respond quickly to any early signs of children and young people's raised anxiety or dips in their progress, attendance or engagement in learning

- give governors sufficient information about children and young people who are not accessing school in the usual way, so that governors can challenge the amount of provision being made and evaluate its effectiveness.

Schools should work in partnership with parents to ensure that:

- parents/carers are given ample opportunity to meet with school staff to discuss and agree any MTT arrangement
- parents/carers sign both MTT1 and MTT2
- review meetings are pre-arranged to discuss the progress of the MTT
- parents/carers are made aware of their responsibilities for their child when not attending their educational provision (as detailed in MTT2).

Ofsted should:

- as part of its '*Integrated Looked After Children and Safeguarding Inspections of Local Authorities*', ask for a report on children for whom the LA are responsible **who are of school age and are not in receipt of full time school education** at the time of the inspection. This report should include for each child
 - Child's key identification data (as requested)
 - Type of educational provision being received including home tuition
 - Number of hours' provision each week
 - If the child has been excluded
 - The date when the alternative provision began
- regard any failure by the LA to comply with their statutory duties as a matter likely to effect the overall judgement on safeguarding
- continue to ensure that all school inspections evaluate the effectiveness of the arrangements for children and young people who are not accessing education in the usual way.

Pupils with Medical Needs

In September 2014 a new duty will be introduced for governing bodies to make arrangements to support pupils at school with medical conditions. The aim is to ensure that pupils with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Long term absences due to health problems affect children's educational attainment, impact on their ability to integrate with their peers and affect their general well being and emotional health.

Re-integration into school should be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend.

When considering arrangements, other than full time school, for pupils with medical conditions it is important to:

- show an understanding of how the medical condition could impact on a child's ability to learn, increase their confidence and promote self-care
- indicate specific support for the pupils educational, social and emotional needs
- ensure that a pupil with a medical condition is supported to enable as full participation as possible in all aspects of school life
- show that a reduced timetable is appropriately supported with advice/evidence from a clinician such as a consultant, CAMHS representative or G.P.
- note that pupils with medical needs should have access to as full an education as possible given their individual circumstances
- notify the LA of all pupils who are not attending school for more than fifteen days, this will include those who are in hospital

Young people who grow up to be adults who lack qualifications face a difficult path, especially when trying to find employment. We owe it to all of them to ensure they are given every chance to stay safe and succeed.

N.B. Please refer to the DfE statutory guidance 'Supporting Pupils at Schools with medical needs April 2014'.

Pupils with Educational health and care plans

A modified timetable should only be implemented in very limited circumstances and a pupil should not be put on a modified timetable because of their disability as this is discriminatory under the **Disability Discrimination Act 2001**. A modified timetable should only be implemented following an Annual Review and in full written agreement with the parent/carer, the school and the LA SEN officer.

An Individual Education Plan (IEP) should be agreed that clearly lays out the use of any extra provision in the statement. Schools should ensure that the provision made in the statement is used to meet the child's needs.

Children in Care

CiC are amongst our most vulnerable pupils and therefore a modified timetable should only be implemented in very limited circumstances when all other strategies have been tried. A modified timetable should only be implemented after a review of the child's Personal Education Plan (PEP). A Modified Timetable should trigger a PEP meeting. Details of targets around the modified timetable provision should be noted in a PEP alongside use of PPG+ to support the Modified timetable.

A modified timetable should not be implemented without written parental agreement and the agreement of the Service Delivery Manager responsible for Corporate Parenting (virtual head for CiC).

The following are examples of good practice

- Ensuring that provision is sufficiently flexible to respond to the changing needs of children and young people who do not attend school in the usual way. Such provision is full time, of good quality and based on the recognition that the more education a child or young person receives the more they could achieve.
- Ensuring strong reporting systems within schools and between all types of schools and the LA, leading to robust monitoring of children and young people who are at risk of not receiving enough good quality education.
- Schools should track and evaluate the provision for and progress of pupils who were not accessing school in the usual way. This should include clearly defined success criteria from the outset (see '*Ofsted 2011 Alternative Provision*').
- All Schools and services in the local area, regardless of their arrangement for governance, should provide accurate data, in order for it to be analysed fully, about any child or young person not accessing full time education.

Key Points

- a modified timetable should be a joint decision between the school and the parent
- education objectives should be at the heart of the aims of a modified timetable
- it should be discussed and agreed at a formal meeting; this could be part of the discussion at a TAC/F meeting, an annual review, an attendance concern meeting or an integration meeting following a managed move
- for safeguarding reasons it is imperative that the forms MTT1 & MTT2 are signed by the parent and for them to take full responsibility for the pupil and ensure they are supervised when not in school
- the reduced timetable should be for a limited period – suggested length is half a term
- a MTT 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
- it is not acceptable for a MTT to be ‘the norm’ and run for an entire academic year
- the arrangements should be reviewed regularly and review dates agreed and indicated on the initial form, along with the date that full time education is expected to be achieved
- the objectives of the MTT should be clear and any supporting evidence/advice should be included
- the LA must be notified of the date the MTT ends.

For this purpose a modified timetable (MTT) refers to those pupils who are not attending either mainstream or special schools on a full-time basis in the usual way for medical, behavioural or other reasons.

It does not refer to pupils whose curriculum might include attendance at other school/training/college/work placements as part of their school led provision, e.g. travel to learn arrangements.

However, it does apply to pupils who are subject to alternative provision, full time away from their mainstream school regardless of where they are on roll.

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

For all pupils who are placed on modified or part-time education, forms MTT1 and MTT2 must be completed, signed and sent to the Access and Inclusion team within 5 working days of the start date

Guidance for the Registration of Pupils Subject to a Modified Timetable

Registration Code B

The B code can only be used for pupils who are educated off site at *'Approved Educational Activity'* and when pupils are present at the off-site educational activity that has been approved by the school. **Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site.** Therefore by using code B, schools 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 school work. Schools should ensure that they have in place arrangements whereby the provider of the alternative activity notifies the school of any absences by individual pupils. The school should record the pupil's absence using the relevant absence code.

(DfE Definition – Where a registered pupil on roll is currently being educated off-site). The B code is used for all supervised educational provision,

'DfE, revised 11/2013 says: "this code can be used for all pupils, including Travellers' children, who are present at educational provision which is not in a school".

Examples of when this code would be used are:-

- pupils attending taster days at other schools, e.g. a trial placement
- pupils attending another school as "guest pupils"
- pupils attending vocational courses at college
- pupils on work experience as part of an alternative curriculum
- pupils attending alternative provision arranged and/or agreed by the school e.g. House No.1, AFC, Webb Centre, Drive, Nova, NACRO.

The DfE publication 'School Attendance, Departmental advice for maintained schools, academies, independent schools and local authorities' November 2013 states:

If you use the B code you must know:-

- where the pupil is
- what valid educational experience the pupil is having
- who the pupil is with
- who is supervising the pupil
- who is accepting responsibility for the pupils health and safety.

The B code should never be used for study leave or modified timetables where a pupil is not attending any educational provision during the morning or afternoon session or as part of reintegration or transition – this would be an authorised absence and should be marked with either code C (other authorised circumstances) or code S (study leave). AST can offer further advice on appropriate registration coding.

The C Code

N.B. The C code is the appropriate ‘authorised absence’ code for pupils who are subject to a modified timetable and are studying at home.

DfE definition of the C code is ‘other authorised circumstances’ (not covered by another appropriate code/description).

This code should be used for the whole session, for example, if a pupil is not accessing any other agreed alternative education so may be working at home with the agreement of the parent and the school through a modified timetable and for no other reason. Exclusions must be recorded as such.

The C code may be used in a modified timetable arrangement for school age mothers following the birth of a child.

The D Code

Some pupils who are subject to a modified timetable may only be coded as a dual registered pupil if they are accessing a registered PRU.

Electronic and distance learning does not meet the regulatory requirements if unsupervised or if the school does not have ‘robust evidence’ that work has been done during the session in question.

DfE advice on ‘**School attendance, November 2013** says “*Schools must not use the “present at approved educational activity” mark unless they have verified that the pupil in question was present at the activity during the session”. Attendance could be verified through a letter, fax or email between schools at the end of each week, particularly where there is any unexplained or unexpected absence. Schools and providers must inform each other of any unexpected or unexplained absence as soon as it happens. Sessions in which the pupil does not attend supervised educational activity or where the organisation does not provide information are **recorded as absent in the normal way**.* For example, a pupil who misses a session due to illness is recorded as code I (Illness) and one who misses a session because nothing was in place is recorded code C (other authorised absence). Schools can also keep additional, non-statutory registers to record presence at activities outside the normal school day. Schools should have and use rigorous systems to monitor and follow up pupil’s off-site attendance.

N.B. Please contact AST for guidance on appropriate use of registration codes.



Modified Timetable Form
(revised September 2016)

Please complete all sections on this form for any pupil on a modified timetable (pupils who are **not** attending mainstream or special schools in the usual way, on a full-time basis) and return, once signed, to:

The Access and Inclusion Team inbox: Accessandinclusion@telford.gov.uk

Section 1: Pupil's key information

School on Roll _____

Pupil's Surname _____ First Name(s) _____

Gender (M/F) _____ Year Group _____ DoB _____

Pupil's UPN _____

Current attendance _____% (N.B. Please attach a copy of the attendance print out)

Which Locality area does the pupil live in? Wrekin / Hadley Castle / Lakeside / Out of Telford

Ethnicity

White	Black or Black British	Asian or Asian British	Dual background	Chinese/other
White British	Caribbean	Indian	White & black Caribbean	Chinese
White Irish	African	Pakistani	White & black African	Any other ethnic group
Traveller or Irish heritage	Any other black background	Bangladeshi	White & Asian	Not given
Gypsy/Roma		Any other Asian background	Any other dual background	

Is this pupil in receipt of PPG / FSM? Yes / No

Pupils' Current Status EPCH/ undergoing assessment/ school graduated approach to SEND/ no special provision

If the pupil has a SEN statement or EHCP what is the category of need?

Communication and interaction Cognition and Learning

Social, emotional and mental health difficulty Sensory and/or physical

Is the pupil a 'Child in Care' (CiC) in Telford & Wrekin, Yes/No or other Local Authority Yes/No

If yes, which LA?

Proposed date of new PEP.

Have the social worker / Virtual School been notified Yes / No

Section 2: Modified Timetable key information

Category of MTT a) – k) _____

- a) have been permanently excluded
 - b) have particular social and behavioural difficulties and have personalised learning plans: this means that, by arrangement, they do not attend their usual school full time
 - c) have mental health needs and access Child and Adolescent Mental Health Services (CAMHS) either as an in-patient or through services provided in the community
 - d) have medical needs other than mental health needs
 - e) rarely attend school and have personalised learning plans as part of attempts to re-integrate them into full time education
 - f) are pregnant or are young mothers of compulsory school age
 - g) have complex needs and no suitable school place is available
- In addition, small numbers of children and young people do not currently attend school in the usual way because they:*
- h) are returning from custody and a school place has not been secured
 - i) are new to the country and are awaiting a school place
 - j) are from a gypsy, roma or traveller background and alternative provision has been made
 - k) have moved from another area and a school place has not been secured; these may include children who are Children in Care (CiC).

MTT start date ___/___/___ **MTT review date** ___/___/___ **MTT end date** ___/___/___

Date & type of meeting where MTT was agreed (eg TAC/PEP/AR) _____ on ___/___/___

Who agreed to the MTT (print names)

(NB. These will be school based staff and parents) _____

Please add the name of any off site educational provider (including Linden Centre or Scott Centre) **and hours spent weekly.**

Off site educational provider (1) _____ hrs _____

Off site educational provider (2) _____ hrs _____

Number of hours each week: in school _____ **Total hours of education per week** _____

Please indicate any additional information about educational provision and objectives of the MTT

Section 3: Medical/Health key information

Does the pupil have mental health other medical condition?

Please attach details of any medical conditions to this form:

(Please include the name of the Consultant, Doctor or other Medical practitioner and attach any medical evidence).

Parent/Carer Signature _____

Print Name _____

Date: _____

School Signature _____

Date: _____

Print Name _____

Title: _____

Please attach a copy of the proposed MTT sent to parent/carers and also ensure that the parent/carers has signed this form to show their agreement with the arrangements being made.

Parent/School Contract

Name of Pupil..... Date of Birth.....

Address.....
.....

School.....

Current attendance% Year Group..... Class/Form.....

I understand that my child has been placed on a modified timetable for a 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 not attending educational provision
- ensure there is supervision of school work during school hours
- ensure there is a flow of work between school and home for marking and guidance
- take full responsibility for the health and safety of my child during school hours

Parent

Parents name(s):.....

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

Representative from school

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 with the MTT1 to the Access and Inclusion Team.

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

FLEXI – SCHOOLING

Parents have the right to educate their children at home. Section 7 of the 1996 Education Act provides that:

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

- (a) to his age, ability and aptitude, and
- (b) to any special educational needs he may have,
- (c) either by regular attendance at school or otherwise.”

“Flexi-schooling” or “flexible school attendance” is an arrangement between the parent and the school where the child is registered at school and attends the school only part-time, the rest of the time the child is home educated. Or in the case of a child in care, between the school and the LA as corporate parent (Social Care and Virtual School). The child is registered as an authorised absence from school for this time using the C code.

This can be a long- term arrangement or a short-term for a particular reason.

Flexi-schooling is a legal option provided the Headteacher of the school agrees. The child is required to follow the National Curriculum whilst at school but not whilst being educated at home. However, the Local Authority will monitor the flexi-schooling to make sure that it appropriate to the age and ability of the child.

Key Points

- Unlike Elective Home Education, agreement for the child to be “flexi-schooled” is at the Headteacher’s discretion. The Local Authority will monitor the home schooling to ensure it meets the child’s needs.
- Flexi-schooling should not be confused with a modified timetable. The child must be education full time throughout the year.
- Schools must not seek to persuade parents to educate their children in order to avoid exclusion or action for poor attendance.
- Sessions which the child are expected to attend are marked in the normal way, all others are recorded as authorised absence.
- Schools should make arrangements to exchange attendance information with the family.
- To maintain good communication, it is advisable that a school contact is agreed.
- An approved educational activity during the school day has to meet legal requirements for the pupil to be coded as educated off site.
- The Headteacher should feel satisfied that the family will be able to provide appropriate education.
- The FS1 & 2 must be completed and signed with a copy of the flexi timetable attached and be sent to the Access and Inclusion Team as a matter of urgency.



Notification that a pupil will receive 'Flexi-Schooling' (FS1)

(revised September 2016)

Please complete all information on this form when a parent and a school decide to use a flexible approach to learning for any pupil (a pupil who is **not** attending school on a full-time basis with the agreement of the school) and send, once signed, to:

The Access and Inclusion Team Inbox: Accessandinclusion@telford.gov.uk

Section 1: Pupil's key information

School on Roll _____

Pupil's Surname _____ First Name(s) _____

Gender (M/F) _____ Year Group _____ DoB _____

Pupil's UPN _____

Which **Locality** area does the pupil live in? Wrekin / Hadley Castle / Lakeside / Out of Telford

Current attendance ____% (N.B. Please attach a copy of the attendance print out)

Ethnicity

White	Black or Black British	Asian or Asian British	Dual background	Chinese/other
White British	Caribbean	Indian	White & black Caribbean	Chinese
White Irish	African	Pakistani	White & black African	Any other ethnic group
Traveller or Irish heritage	Any other black background	Bangladeshi	White & Asian	Not given
Gypsy/Roma		Any other Asian background	Any other dual background	

Is this pupil in receipt of PPG / FSM? Yes/No

N.B This form should not be used for an SEN Pupil. Any amendment to the SEN statement or Education Health Care Plans (EHCP) must be discussed and agreed with appropriate officers.

Pupils' Current Status EPCH/Statement/ undergoing assessment/ school graduated response to SEND/ no special provision

Is the pupil a 'Child in Care' (CiC) in Telford & Wrekin, Yes/No or other Local Authority Yes/No

If yes, which LA? _____

Section 2: Flexi schooling key information

Date when the 'Flexi schooling' arrangement was agreed ___/___/___

If an 'end date' has been agreed please insert the date ___/___/___

Who agreed to the flexi schooling (print names)

Number of hours in school each week _____

on: Mon/Tuesday/Wednesday/Thursday/Friday

Please add any additional information: E.g. Objectives of the flexi timetable and reason for request

Section 3: Medical/Health key information

Please tick one box mental health other medical condition

Please add details of presenting medical condition:

(Please include the name of the Consultant, Doctor or other Medical practitioner and attach all medical evidence).

Parent/Carer Signature _____

Print Name _____ Date: _____

School Signature _____ Date: _____

Print Name _____ Title _____

Please attach a copy of the proposed timetable and also ensure that the parent/carers has signed this form to show their agreement with the arrangements being made.

Flexi-Schooling Agreement

Name of Pupil..... Date of Birth.....

Address.....

.....

School.....

Current attendance% Year Group..... Class/Form.....

I understand that my child will now be subject to a flexible timetable.

I have discussed the matter fully with the school and agree to:

- take full responsibility for my child during the hours not attending educational provision
- ensure there is supervision of school work during school hours
- ensure there is a flow of work between school and home for marking and guidance
- communicate regularly with the school and inform them of any absence/illness
- take full responsibility for the health and safety of my child during school hours

Parent

Parents name(s):.....

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

Representative from school

Print Name.....

Job Title.....

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

Headteacher's Signature

..... Date

Once signed, a copy of this form, along with the 'flexi-schooling' timetable, should be sent with the FS1 to the Access and Inclusion Team inbox:
Accessandinclusion@telford.gov.uk