

# Part-time Timetables Guidance

This document sets out the statutory expectation in relation to part-time timetables. It will identify the exceptional circumstances where it may be appropriate for children and young people to have a part-time timetable. This guidance is based on the new statutory guidance which was published in August 2024 [Working together to improve school attendance \(applies from 19 August 2024\)](#) ([publishing.service.gov.uk](https://publishing.service.gov.uk))

Children and young people of compulsory school age have a legal right to receive full-time educational provision, this should be suitable to their age, aptitude and any special educational needs they may have. Children with additional needs have the right to access the same opportunities and hours as the other children.

It is clear there is only one point of entry for children and only parents have the right to choose not to enter at the point of entry and therefore in Reception it would be deemed this guidance would be followed even if the child is not 5 years old.

When considering a part-time timetable for a child, you must speak with your Inclusion and SEND consultant and have their approval before reducing any hours.

## Statutory hours of education

Key Stage	Year Group	Hours
Foundation	Reception	21 hours

Key Stage 1	Year 1 and 2	21 hours
Key Stage 2	Year 3, 4, 5 and 6	23.5 hours
Key Stage 3	Year 7, 8 and 9	24 hours
Key Stage 4	Year 10 and 11	25 hours

## When can you consider a part-time timetable?

Exceptional circumstances are only allowed where it is in the child's best interest:

- School support package
- Medical reasons
- Reintegration

### School support package

Part-time timetables cannot be used to manage behaviour. It is **unlawful** for schools to discriminate against pupils on the basis of their special educational needs and/or disability. A pupil should not be put on a part-time timetable because of their special educational need as this may constitute discrimination. However, in exceptional circumstances, such as a family bereavement schools can support children and young people by implementing a part-time timetable.

### Medical reasons

If a pupil has a serious medical condition, where recovery is the priority outcome. These arrangements would be part of a medical plan agreed between the school and health professionals. Please see [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](#) for further guidance.

This can include mental health, however schools need to be mindful of the nature of the challenge and should first seek if it can be managed by implementing reasonable adjustments. Guidance specifically can be found [Summary of responsibilities where a mental health issue is affecting attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611112/summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf)

## Reintegration

Following an extended period outside of school such as a school exclusion, new to the school or school avoidance it may be beneficial for the child to have a slower transition to reintegrate into school

## Process to follow

- Must have agreement from the parent the child normally lives with. The meeting must initially be face to face.
- Ensure there is a multi-agency approach to include health care professionals, social workers, virtual school, EHCP coordinators where appropriate. Must inform any of professionals involved in the child's network.
- Set out clear strategies needed for this to be successful, and how placing the child on a part-time timetable is in their best interest.
- Has a clear reintegration plan that has an end date and stepped-up approach that sets out this temporary measure of no longer than 6 weeks (unless deemed as for medical reasons).
- The plan must set out clear review dates which have both the parent/carer(s) and pupil involved, which show communication log with parents, these should be face to face meetings where possible.
- A formal risk assessment of the impact that a reduced timetable would have on the child must be carried out and agreed.

## Children with an EHCP

Schools must ensure that the provision specified in the education health and care plan is delivered to meet the child's needs whilst being on a part-time timetable, so they are receiving their statutory entitlement. Schools must inform EHCP coordinators in writing and include a copy of the transitional timetable as well as how the school will ensure the plan will be met under these temporary arrangements. If a reduced timetable has been used over the year, there is an expectation that this will be discussed at the CYP's annual review, including strategies to avoid the need to use a reduced timetable in the future.

## Safeguarding

Schools are still responsible for the welfare of their pupils who are on roll when they are off site during school hours. Schools must consider the safety and wellbeing of the child. Schools will need to consider any safeguarding concerns that a part-time timetable may pose on the child. Where a child or young person has a social worker, school must inform the social worker or social care practitioner. If the child is a looked after child, school would need to inform the virtual school as well.

## Marking attendance

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). Further guidance can be found in [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)

## Next steps after 6 weeks

School should have arranged review meetings throughout the 6-week period. At the end of the agreed period (no more than 6 weeks) of the part-time timetable the school will have a re-integration review meeting. This will be an opportunity to discuss whether the objectives of the part-time timetable have been met and to agree any on-going support necessary for the child or young person. If all objectives have been met the child will be attending school full-time. If the objectives

have not been achieved, a multi-agency TAC meeting needs to be arranged urgently to plan next steps. This should include specialist staff from outside agencies.