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Catholic Academy Trust

PART-TIME TIMETABLE POLICY

Policy Control Sheet

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Summary of Changes

Date	Version	Action	Summary of Changes
Term 1, 26/27	1.0	New Policy	

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1.0 Aims

1.1 Our mission as a Catholic Academy Trust is to Make Christ Known and improve the lives of our communities, children and young people, and stakeholders. We are committed to educating the whole person and enabling every child to flourish academically, socially, emotionally, physically and spiritually.

1.2 This policy sets out the Trust's expectations for the exceptional use of temporary part-time timetables. Every arrangement must be in the pupil's best interests, based on an individual assessment of need and supported by a clear plan to safeguard the pupil, maintain suitable education and achieve a return to full-time education as soon as reasonably possible.

1.3 The Trust and its schools will ensure that part-time timetables:

- Are used only in exceptional circumstances, not as routine responses to attendance, behaviour or staffing difficulties.
- Are individualised, proportionate, properly authorised and informed by the pupil's needs and views.
- Maintain suitable education, support and safeguarding.
- Include regular monitoring of attendance, progress and wellbeing.
- Have a clear purpose, planned end date and reintegration strategy.
- Are never used as informal or unlawful exclusion or as a substitute for appropriate SEND provision, reasonable adjustments or other support.

2.0 Legislation and Guidance

This policy must be read alongside current legislation, statutory guidance and Trust policies, including:

- DfE: *Working Together to Improve School Attendance* (2026).
- DfE: *Keeping Children Safe in Education* (2026).
- DfE: *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England* (current version).
- DfE: *Children Missing Education* (current version).
- DfE: *School Admissions Code* (2021).
- *Special Educational Needs and Disability Code of Practice: 0 to 25 Years* (2015).
- *School Attendance (Pupil Registration) (England) Regulations 2024*.
- Education Act 1996.
- Children and Families Act 2014.
- Equality Act 2010.
- Ofsted's Education Inspection Framework (2026), applicable inspection toolkit and operating guidance.
- Relevant Local Authority procedures and safeguarding partnership arrangements.

The policy must also comply with the Trust's funding agreement, articles of association and other relevant Trust policies.

2.1 Definition of a Part-Time Timetable

A part-time timetable is a temporary arrangement under which a pupil attends school for fewer hours or sessions than normally expected. It must address an identified need and support a return to full-time education wherever possible.

It is not:

- A suspension, permanent exclusion or informal exclusion.
- Elective home education or flexi-schooling.
- A behaviour management strategy or sanction.
- A long-term substitute for full-time education.
- A substitute for appropriate SEND provision, reasonable adjustments, medical support or effective attendance interventions.

3.0 Roles and Responsibilities

3.1 Board of Directors

Through the Trust Attendance Team and wider performance and safeguarding arrangements, the Board will:

- Oversee the use, duration and outcomes of part-time timetables.
- Ensure schools have appropriate approval, recording, safeguarding, monitoring and review systems.
- Monitor effects on attendance, educational access, progress, wellbeing and reintegration.
- Review patterns of use and potential inequalities.
- Hold school leaders accountable for compliance with this policy and statutory duties.

3.2 Headteacher

The Headteacher will:

- Ensure staff understand and implement this policy.
- Approve each arrangement before it begins and ensure decisions are documented.
- Consult parents/carers, seek and record their agreement, and consider the pupil's views in an age- and ability-appropriate way.
- Ensure an individual support and reintegration plan is in place.
- Involve the SENCO, DSL, relevant staff, the Trust and external professionals as appropriate.
- Maintain communication with families, oversee reviews and report to the governing body and Trust as required.

A part-time timetable must not be imposed unilaterally. If agreement cannot be reached, the school must seek appropriate advice and consider lawful alternatives.

3.3 Special Educational Needs Coordinator (SENCO)

Where SEND is relevant, the SENCO will:

- Ensure the pupil's needs, existing provision and reasonable adjustments are considered.
- Involve relevant professionals and consult the Local Authority where appropriate.
- For pupils with an Education, Health and Care (EHC) plan, ensure specified provision continues and consider any necessary review or amendment through statutory procedures.
- Contribute to the support and reintegration plan and its reviews.

Part-time timetables must not compensate for unmet SEND needs, delays in specialist provision or failures to make reasonable adjustments.

3.4 Teachers and Heads of Year

Teachers and Heads of Year will:

- Maintain positive relationships and support the pupil's inclusion in school life.
- Provide appropriate teaching, curriculum access and support.
- Implement agreed strategies and work with relevant professionals.
- Report concerns about attendance, learning, progress or wellbeing.
- Contribute to reviews and successful reintegration.

3.5 School Attendance Officer

The Attendance Officer will:

- Maintain accurate attendance records and apply the correct statutory codes.
- Ensure staff understand the agreed attendance pattern.
- Monitor records and investigate concerns or discrepancies.
- Notify the Local Authority in line with statutory requirements and local procedures.
- Support monitoring and reporting.

3.6 Designated Safeguarding Lead (DSL)

The DSL will:

- Assess and regularly review safeguarding risks.
- Consider risks associated with time away from school, including abuse, neglect, exploitation, inadequate supervision and deteriorating wellbeing.
- Record arrangements for the pupil's care and supervision when not in school.
- Liaise with social workers and relevant professionals where appropriate.
- Act promptly on concerns in accordance with KCSIE 2026 and local safeguarding procedures.

3.7 Trust Monitoring and Quality Assurance

Each school must maintain a central record of pupils on part-time timetables, including:

- Pupil details and year group.
- Rationale, identified needs and intended outcomes.
- Start date, anticipated end date, review dates and attendance pattern.
- Relevant SEND and educational needs.
- Education, support and safeguarding arrangements.
- Attendance, progress and wellbeing.
- Reintegration plans and outcomes.

The Trust will review these records at least termly, alongside attendance reviews and safeguarding audits, to ensure arrangements remain exceptional, appropriate and time limited.

3.8 Equality and Inclusion

The Trust and schools will monitor whether part-time timetables disproportionately affect particular groups, including pupils with SEND, disadvantaged pupils, children looked after, pupils with medical needs, and pupils of different ethnicities and genders.

Identified patterns must be reviewed to ensure decisions are justified, individualised and consistent with the Equality Act 2010, including disability and reasonable adjustment duties.

4.0 Reasons for Implementing a Part-Time Timetable

A part-time timetable may be considered only where exceptional individual circumstances make a temporary reduction in attendance necessary and in the pupil's best interests.

Possible circumstances include:

- Gradual reintegration following prolonged absence, illness, trauma or a significant event.
- Medical, physical or mental health needs requiring a gradual increase in attendance.
- Temporary adjustments within a wider, evidence-based plan addressing identified SEND or other needs.
- Significant barriers to accessing school despite appropriate support and interventions.
- A planned transition necessary to support wellbeing and engagement with education.

These circumstances do not automatically justify a part-time timetable. Schools must consider whether reasonable adjustments, additional provision, attendance support or external professional involvement would better meet the pupil's needs.

Every arrangement must have a clear rationale, intended outcomes and anticipated end date; maintain suitable education and support; include safeguarding and monitoring arrangements; undergo regular review; and support a return to full-time education as soon as reasonably possible.

4.1 When a Part-Time Timetable Must Not Be Used

A part-time timetable must not be used:

- As punishment, a sanction or a behaviour management strategy.
- As an alternative to suspension or permanent exclusion.
- To address staffing shortages, timetable difficulties or unavailable provision.
- To compensate for unmet SEND needs, missing reasonable adjustments or delays in specialist provision.
- To improve attendance figures or replace effective attendance support.
- As an informal or unlawful exclusion.
- As a long-term substitute for suitable full-time education or appropriate alternative provision.

Attendance concerns must be addressed through the school's attendance procedures and appropriate support. A part-time timetable may be considered only where genuinely necessary to meet an individual pupil's needs and as part of a wider support and reintegration plan.

4.2 Procedures for Implementing a Part-Time Timetable

Before implementation

The school must:

1. **Assess individual needs:** Consider attendance history, educational needs, progress, wellbeing, safeguarding, family circumstances and barriers to full-time attendance.
2. **Consider alternatives:** Review reasonable adjustments, additional support, changes to provision, attendance interventions and external professional advice.
3. **Obtain approval:** Secure the Headteacher's approval and document the rationale and decision.
4. **Consult relevant people:** Involve the pupil, parents/carers, relevant staff, the SENCO and DSL as appropriate, and external professionals, including the Local Authority, social worker or Virtual School Head where applicable.
5. **Consider SEND and statutory provision:** Ensure needs, reasonable adjustments and any EHC plan provision are addressed, consulting the Local Authority where appropriate.
6. **Assess safeguarding risks:** Document arrangements for care, supervision, contact and escalation of concerns during periods away from school.
7. **Complete a written plan:** Agree a Part-Time Timetable Support and Reintegration Plan before the arrangement starts.

Required contents of the plan

The plan must specify:

- The rationale, identified needs and intended outcomes.
- Success criteria, attendance pattern, start date and anticipated end date.
- Education, curriculum access, interventions and support.
- Care, supervision and safeguarding arrangements outside school hours.

- Responsibilities of the school, parents/carers and relevant professionals.
- Monitoring arrangements for attendance, progress, wellbeing and safeguarding.
- Review dates and planned steps towards full-time education.
- Arrangements for ending the timetable or responding if it is ineffective.

The school must explain the proposal and expectations to parents/carers, seek and record their agreement, and consider the pupil's views in an age- and ability-appropriate way. The school and parent/carer must sign the plan to confirm agreed arrangements and responsibilities. The school must retain a copy and share it with relevant staff and professionals as appropriate.

During implementation

The school must:

- Deliver the agreed education and support.
- Record attendance accurately in accordance with statutory requirements.
- Monitor attendance, progress, wellbeing and safeguarding.
- Maintain appropriate contact with the pupil and family through fortnightly review meetings.
- Notify the Local Authority where required.
- Review effectiveness and act promptly on concerns.
- Support a return to full-time education as soon as reasonably possible.

An initial review should normally take place within two weeks, followed by reviews at least fortnightly. More frequent reviews may be necessary depending on the pupil's circumstances and safeguarding risks.

If the plan is ineffective, the school must reassess the pupil's needs, review the support provided and consider alternative provision, further interventions or professional advice. The arrangement must never continue by default.

4.3 Attendance Recording and Coding

- Pupils of compulsory school age remain on roll during an agreed temporary part-time timetable and should return to full-time education as soon as possible.
- Attendance must be recorded accurately in accordance with *Working Together to Improve School Attendance* (DfE, 2026) and the *School Attendance (Pupil Registration) (England) Regulations 2024*.
- Remote education or off-site provision does not count as school attendance; the correct attendance code must still be recorded.
- The school retains responsibility for the pupil's attendance, safeguarding, progress and reintegration, including where education is provided off-site or by another provider.
- **Code C2** must be used for sessions when a compulsory school-age pupil is absent with leave under an agreed temporary part-time timetable and is not required to attend.
- **Code X** may be used when a pupil below compulsory school age is not required to attend under an agreed part-time timetable.

- The appropriate present or late code must be used when a pupil attends, in accordance with registration requirements.

Example	AM Registration Time	PM Registration Time	Part-time Timetable Arrangement	AM Code	PM Code
Morning attendance only	8:45am	1:00pm	8:45 am – 12:00 pm	/	C2
Afternoon attendance only	8:45am	1:00pm	12:30 pm – 3:15 pm	C2	\
Leaving after PM Registration but before the end of the day	8:45am	1:00pm	8:45 am – 2:15 pm	/	\ (a note should be made when the child leaves school)
Attendance between registration sessions only	8:45am	1:00pm	10:00 am – 12:00 pm	C2	C2

4.4 Review and Duration of Part-Time Timetables

Every part-time timetable must:

- Record a start date and anticipated end date.
- Set clear intended outcomes and measurable success criteria.
- Be reviewed within two weeks and at least fortnightly thereafter, or more frequently where necessary.
- Include a plan to increase attendance and achieve a return to full-time education.
- Be amended or ended when no longer necessary or appropriate.

Arrangements must last for the shortest time necessary. Extensions must be exceptional, evidence-based and approved by the Headteacher, with reasons recorded, the support and reintegration plan updated, a revised end date set, and further support or alternatives considered.

Longer arrangements may be necessary in exceptional circumstances, including some long-term health needs. These must be individually justified and regularly reviewed, with due regard to the pupil's educational entitlement, wellbeing and statutory provision.

The pupil's and parents'/carers' views must inform reviews. Schools must record decisions, actions and progress towards reintegration.

5.0 Monitoring, Review and Evaluation

This policy will be reviewed at least annually, or sooner if legislation, statutory guidance, Local Authority arrangements or Trust practice changes. Related procedures, checklists, agreements and recording arrangements must also be reviewed.

Effectiveness will be monitored through:

- Trust attendance reviews and quality assurance.
- Safeguarding audits.
- Analysis of the reasons, frequency, duration and outcomes of part-time timetables.
- Review of attendance, educational access, progress, wellbeing and reintegration.
- Equality and inclusion monitoring.
- Reporting to school governance and Trust leadership, as appropriate.

Schools must use findings to address concerns, improve practice and ensure part-time timetables remain exceptional, appropriately supported and in the pupil's best interests.