

Using Modified Timetables

Guidance for Schools, Academies, Free
Schools and Alternative Providers

February 2022

Modified Timetable Guidance

Department for Education (DfE) statutory guidance on the use of modified timetable and exclusions is very clear:

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

As a rule, no. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary modified timetable to meet a pupil's individual need. For example, where a medical condition prevents a pupil from attending full-time education and part time package is considered as part of a reintegration package. A modified timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time-limit by which point the pupil is expected to attend full-time or be provided with alternative provision.¹

Children unable to attend school because of health needs should be able to access suitable and flexible education appropriate to their needs.²

'informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.³

The Office of the Children's Commissioner has investigated illegal exclusions and their report, "Always Someone Else's Problem" found that:

There is a profound and troubling lack of awareness of the law on these matters, among school leaders including governors, and a school's parents and children alike. This can lead to illegal exclusions taking place by accident. Although this illegal activity may be inadvertent, it is nonetheless unacceptable. Head teachers and governing bodies have a shared statutory duty to ensure their schools act within the law at all times.⁴

The purpose of this guidance is to assist schools in ensuring they comply with statutory obligations and that they do not inadvertently exclude a pupil illegally.

Key points:

- A modified timetable should be a response to a specific need identified via a Pastoral Support Plan, My Support Plan, Team Around the Family (TAF) meeting or another multi-agency meeting.
- A parent/carer must consent to modified timetable by signing form MT1 (see appendix A)

¹ P.19, School attendance (DfE) <https://www.gov.uk/government/publications/school-attendance>

² Supporting pupils at school with medical conditions (DfE) <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

³ Para 14, Exclusion from maintained school, Academies and pupil referral units in England (DfE) <https://www.gov.uk/government/publications/school-exclusion>

⁴ P.38, Always Someone Else's Problem (Office of the Children's Commissioner) <https://www.childrenscommissioner.gov.uk/report/always-someone-elses-problem/>

- The timetable should be for a limited period. The suggested maximum length of a modified timetable is half a term, unless advised differently by a medical or health practitioner, or by an officer from Bradford Council.
- Any modified timetable arrangements should be regularly reviewed
- The objectives of any modified timetable should be clearly understood
- A parent/carer must sign MT1 to be clear they are taking responsibility for the pupil when he/she is not in school and guarantee that the pupil will be supervised off site
- A copy of the notification form (appendix A) should be submitted to Bradford Council's Attendance Team each time a modified timetable is agreed with a family.

For this purpose:

School refers to any state funded education provision, including Schools, Academies, Alternative Provision, Special School etc.

Pupil refers to any child of statutory school age.

A modified timetable refers to those pupils who are **not allowed or not able** to attend either mainstream or special schools on a full-time basis for medical, behavioural or other reasons:

Part of an in-school support package School:

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 usually be part of a pastoral support plan as a closely monitored intervention to address and manage the impact of significantly challenging behavioural, emotional or social needs.

Medical reasons:

A student has a serious medical condition where recovery is the priority outcome. These arrangements would be part of a "pastoral support plan" or "individual healthcare plan" agreed between the school, parents and health professionals.

Reintegration or Transition:

As part of a planned transition or reintegration into school (no longer than 6 weeks) following an extended period out of school e.g. following an exclusion, non-attendance, school refusal, due to a health condition, etc.

It does not refer to pupils whose curriculum has been modified but are still attending school, training, college, an alternative education provider, etc, full time, including as part of a managed move or dual registration arrangement. **It does refer to children accessing remote education (also known as "online learning") for Non-Covid related reasons, or children accessing an Off-Site Education Provision and form MT1 must be completed and submitted to the local authority on every occasion.**

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 minimum number of hours that constitutes full-time education is not defined in law.

A modified timetable must only be used with the consent of parents/carers. Any proposal to use a modified timetable must be discussed with parent/carer before the arrangements start.

Model paperwork is enclosed to assist schools in using modified timetables.

Parents/carers should sign form MT1 to confirm they are consenting to a modified timetable. This should be kept in the pupil's school file.

Modified timetables should only be used in very limited circumstances. For example:

- Where there are behavioural difficulties and the school is trying a modified timetable as an intervention to try and avoid exclusion as part of a pastoral support plan (PSP) or a planned reintegration package.
- Where a pupil has a short-term medical condition that prevents full time attendance for a time limited period as directed by a health or medical practitioner.

Schools should take care to ensure that a modified timetable is not deemed to be an illegal exclusion. To that end all modified timetables should:

- Have clearly defined objectives;
- Be for a specified and limited period of time;
- Be kept under regular review, **at least every two weeks**; and
- Not be implemented without written parental agreement.

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 marked; assessed and constructive feedback is given to the pupil.

Once tried as an alternative measure, a modified timetable should not be extended as an extension shows that the strategy has not worked. A different intervention should be considered.

Pupils with a Medical / Mental Health Need

Department for Education (DfE) guidance 'Ensuring a good education for children who cannot attend school because of health needs' states that schools and local authorities should ensure that all children 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.

It also states that councils should provide suitable full-time education (or as much education as the child's health condition allows) as soon as it is clear the child will be away from school for 15 days or more, and that the provision should be equivalent to the education they would receive in school. If they receive one-to-one tuition, for example, the hours of face-to-face provision could be fewer as the provision is more concentrated.

Where a pupil has an on-going medical condition, which necessitates them missing more the 15 school days (or more than 30 sessions) either consecutively or cumulatively over one academic year as a result of the condition, a referral to Bradford Council's Medical Needs and Hospital Education Service should be submitted. Any application will need to be supported by a health or medical practitioner.

Further information and details of the policy relating to pupils requiring tuition as a result of a medical condition can be obtained from the Medical Needs and Hospital Education Service on 01274 582995 or via the internet: <https://bso.bradford.gov.uk/content/medical-needs-and-hospital-education-service>

Supporting pupils with medical conditions at school is DfE statutory guidance to support schools, local authorities and families in ensuring children receive the education they are entitled to: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

A modified timetable should only be used for a pupil with a Medical or Mental Health need in very limited circumstances. A pupil **should not** be put on a modified timetable because of their medical or mental health need as this may constitute discrimination unless advised by a health or medical practitioner or a member of the Medical Needs and Hospital Service. In most cases, a medical or mental health need will also be considered a disability and therefore constitute a protected characteristic under the Equality Act 2010.

A modified timetable should only be implemented following a pastoral support meeting, and as part of a pastoral support plan, or as part of an individual healthcare or medical plan as advised by a health or medical practitioner.

A modified timetable should:

- Have clearly defined objectives;
- Be for a specified and limited period of time;
- Be kept under regular review; and
- Not be implemented without written parental agreement, supported by the treating medical professional.

Pupils should be provided with sufficient and appropriately differentiated work to do for those hours they are not in school if appropriate for the medical needs of the pupil. 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, a modified timetable should not be extended as an extension shows that the strategy has not worked, unless advised otherwise by a health or medical practitioner. A different intervention should be considered.

Pupils with an Education, Health & Care Plan (formerly known as a Statement of Special Educational Needs)

A modified timetable should only be used for a pupil with a Statement of Special Educational Needs or an Education, Health & Care Plan in very limited circumstances. A pupil **should not** be put on a modified timetable because of their special educational need as this may constitute discrimination. In most cases, a special educational need will also be considered a disability and therefore constitute a protected characteristic under the Equality Act 2010.

A modified timetable should only be implemented following either an interim or annual review of that statement.

A modified timetable should:

- Have clearly defined objectives;
- Be for a specified and limited period of time;
- Be kept under regular review; and
- Not be implemented without written parental agreement and the consent of the SEN Case Officer.

My Support Plan (MSP – previously called at an ASP or IEP) should be agreed that clearly lays out the use of any extra provision in the EHC plan or statement.

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.

Schools should ensure that the provision made in the EHC plan or statement is used to meet the child's needs.

Once tried as an alternative measure, a modified timetable should not be extended as an extension shows that the strategy has not worked. A different intervention should be considered.

Children in Care

Children within the Care System are amongst some of our most vulnerable pupils and therefore a modified timetable should only be implemented in very limited circumstances when all other interventions have been tried. Please also consult the Virtual School's guidance - <https://bso.bradford.gov.uk/content/the-virtual-school-for-children-looked-after>

A modified timetable should only be implemented after a review of the child's Personal Education Plan (PEP).

A modified timetable should:

- Have clearly defined objectives;
- Be for a specified and limited period of time;
- Be kept under regular review; and
- Not be implemented without written parent/carer agreement and the consent of both the child's social worker and the Virtual School (or their representative) from the local authority responsible for the child.

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, a modified timetable should not be extended as an extension shows that the strategy has not worked. A different intervention should be considered.

Children subject to a child protection plan

Children on a child protection plan are amongst some of our most vulnerable pupils and may be placed at greater risk if placed on a modified timetable. Therefore a modified

timetable should only be implemented in the most exceptional circumstances when all other interventions have been tried.

If a school is considering using a modified timetable they should first consult with the child's social worker. Any modified timetable should only be implemented following a Core Group meeting.

A modified timetable should:

- Have clearly defined objectives;
- Be for a specified and limited period of time;
- Be kept under regular review; and
- Not be implemented without written parental agreement and the consent of the social worker responsible for the child protection plan.

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, a modified timetable should not be extended as an extension shows that the strategy has not worked. A different intervention should be considered.

Ofsted and Modified / Part-Time Timetables.

Part-time timetables feature heavily in Ofsted's School Inspection Handbook, and is considered when judging a school's Leadership and Management, and Behaviour and Attendance.

Modified timetables that **DO NOT** have clearly defined objectives, a specified end date, a review process, and/or the consent of parents/carers may constitute an illegal exclusion.

Inspectors will also challenge leaders and managers about unusual patterns in the way that the school records attendance, including the use of inaccurate register codes or changes to when the register is taken. For example, if inspectors reasonably believe that a school is inaccurately recording attendance, has changed the timing of session registration to game attendance rates or is using part-time timetables inappropriately, then inspectors are likely to judge leadership and management to be inadequate.⁵

Inspectors will take the school's official records as a starting point for discussions about attendance. They must evaluate pupils' attendance as a percentage of a full-time timetable, even when temporary part-time arrangements are in place.⁶

If schools use part-time timetables, and pupils are not attending other provision or placements in addition, inspectors will evaluate the extent to which they are well monitored, aspirational and effective in getting pupils into the education full time, quickly and in line with DfE guidance. These

⁵ Para 288, School Inspection Handbook, Ofsted, September 2021 -

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

⁶ Para 369, School Inspection Handbook

timetables should not be open-ended and should result in swift full-time education for the pupils.⁷

Professionals who become aware of an illegal exclusion should notify Exclusions Team - exclusionsteam@bradford.gov.uk . Professionals who are supporting a pupil on a modified timetable and have concerns around the reasons for its use, the length the timetable is in place for and/or whether it has the consent of the child's parents/carers should notify the Attendance Team – attendance@bradford.gov.uk .

Marking the attendance register

Schools can approve educational activities that take place away from the school providing they meet the requirements set out in regulations and guidance.

According to the DfE's School Attendance guidance:

An approved educational activity is where a pupil is taking part in supervised educational activity such as field trips, educational visits, work experience or alternative provision. Pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements prescribed in regulation 6(4) of the Education (Pupil Registration) (England) Regulations 2006. The activity must be of an educational nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which the mark is recorded⁸.

The DfE guidance also provides specific guidance about the use of the B code. It states:

This code should be used when pupils are present at an 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.⁹

In respect of modified timetables, it states:

In agreeing to a modified timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.¹⁰

In most cases it would **not** be appropriate to use the 'B' code to record the period when a pupil on a modified timetable is not attending school. The 'C' code would be more appropriate in most situations.

⁷ Para 370, School Inspection Handbook

⁸ P.10, School attendance (DfE) <https://www.gov.uk/government/publications/school-attendance>

⁹ P.10-11, School attendance (DfE) <https://www.gov.uk/government/publications/school-attendance>

¹⁰ Page 14, *ibid*

Where a pupil is attending alternative provision and/or remote education as part of their modified timetable it may be appropriate to use the B code for that aspect of their timetable. However, it remains the school's responsibility to monitor the child's attendance as well as their safety and well-being and the school will continue to hold a safeguarding responsibility for the child whilst they attend an alternative provision and/or remote education.

Further advice

If you require further advice on the use of modified and modified timetables please speak to the Attendance Team – attendance@bradford.gov.uk .

Contacts:

Attendance Team:

attendance@bradford.gov.uk

01274 439651

Exclusions Team:

exclusionsteam@bradford.gov.uk

01274 439333

Medical Needs and Hospital Education Service:

mnhesoffice@bradford.gov.uk

01274 582995

Social Communication Interaction & Learning (SCIL) Team:

scil@bradford.gov.uk

SEN Assessment:

SEN@bradford.gov.uk

SEND – School Support:

01274 439444

Notification of a Modified Timetable – FORM MT1

Pupil Name		Year Group:	
School Name		DOB	
UPN		Child in Care	Yes / No
Date of Early Help Assessment		Child Protection	Yes / No
SEN Status (N/A,SA,SA+, EHCP)		Child in Need	Yes / No

Reason	Details
As part of an in school support package identified as part of a Pastoral Support Plan; Team around the family (TAF) or other multi-agency meeting (maximum of six weeks from start date. Plan to be attached to this notification.	
As part of an individual Healthcare or Medical Plan; (attach evidence from relevant health professional – for more information see <i>Department for Education Statutory Guidance</i> - https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 . Plan to be attached to this notification.	
As part of a Reintegration or Transition Plan related to exclusion, non-attendance or school refusal; (no longer than six weeks). Plan to be attached to this notification.	

PLEASE STATE TEACHING TIME PER SESSION EACH DAY, WHERE THE PROVISION WILL TAKE PLACE AND WHAT IT WILL BE. DO NOT INCLUDE LUNCHTIME HOURS.

	AM START TIME	AM END TIME	PM START TIME	PM END TIME	WHERE WILL PROVISION BE DELIVERED?	WHAT WILL BE DELIVERED?
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
TOTAL NUMBER OF SUPERVISED TEACHING HOURS PER WEEK						
Planned start date of reduced timetable						
Planned review date (within two weeks of the start date)						
Planned end date when the pupil will return to full-time provision (within six weeks of start)						

PRIVACY NOTICE:

- The school is collecting information about your child and the following lawful bases apply:
 - Processing is necessary for compliance with a legal obligation.
 - Processing is necessary for the performance of a task carried out in the public interest or for the exercise of official authority.
- A copy of our Privacy Notice, which explains how we handle personal data, can be found on the school website or requested directly from the school.
- The school may also share information to prevent, investigate, or prosecute criminal offences, or as the law otherwise allows; however, we will not share personal information unless provided for by law.
- The information provided will be held on file and may also be stored electronically.

PARENTAL AGREEMENT:

- I understand that my child will be placed on a modified timetable between the dates specified above and I will attend review meetings and engage with any services provided to support my child.
- I am willing and able to take full responsibility for my child when he\she is not in school during school hours.
- I understand that in agreeing to this arrangement a copy of this form will be provided to the Education Safeguarding Service at Bradford Council and to any professional working with my child, along with any supporting plans.

Parent / Carer signature		Date:
Parent / Carer signature		Date:
Virtual School Representative (If child is looked after)		Date:
Bradford Council SEND Representative (If child has an EHCP)		Date:
Social Worker Signature (If child is subject to Child Protection Plan)		Date:

By submitting this form, the school is confirming that the use of a modified timetable for a limited period has been judged appropriate, review arrangements have been agreed and a risk assessment has been undertaken to ensure that all safeguarding issues have been fully taken into consideration. A copy of the formal agreement made with the parents/carer's signature must be kept at school		
Name of person responsible for the intervention	Designation / Job Title	Contact Telephone and Email Address
Headteacher's signature		Date:

Please scan a copy of this pro-forma and all plan(s) and send to Bradford Attendance Team via secure email with 'name of school and part-time timetable' in the subject line: Attendance@bradford.gov.uk

Please do not send originals. It is important you retain the original signed copy of FORM MT1 for your records.

Risk Assessment – Prior to start of Modified Timetable - The school must carry out a thorough risk assessment *before* implementation. This should be recorded.

1) IDENTIFICATION OF RISK <i>(Please use a separate sheet for each risk)</i>							
Describe the risk posed:							
Has this been observed or reported?				Who is placed at risk?			
2) ASSESSMENT OF RISK				3) RISK REDUCTION			
What time of the day is the risk likely to occur?				Proactive interventions to reduce/prevent risk <ul style="list-style-type: none"> including any staff training needs identified and/or skill teaching required for CYP 			
How likely is it that the risk will arise? <i>(please circle)</i>	Very likely	Likely	Unlikely				
If the risk arises what is the likely outcome				Early interventions to de-escalate/manage risk: <ul style="list-style-type: none"> Identify exactly what an adult will immediately do if the risk is observed. Identify exactly what an adult will do if the risk is reported to them by a child 			
Describe known triggers							
What is the external behaviour trying to achieve/solve?				Additional interventions to respond to situations that have escalated further <ul style="list-style-type: none"> The priority should be to ensure the safety of all concerned 			
In which situation does the risk usually occur?							
Initial RAG rating <i>(please circle)</i>	Red <i>(Significant)</i>	Amber <i>(Moderate)</i>	Green <i>(Low)</i>	Revised RAG rating <i>(please circle)</i>	Red <i>(Significant)</i>	Amber <i>(Moderate)</i>	Green <i>(Low)</i>

REVIEW OF RISK ASSESSMENT PLAN (WK 2) <i>(Contributions should be sought from all affected parties, including the voice of the child)</i>			Date	Those present <i>(names and roles)</i>	
Evaluation of effectiveness or risk reduction measures set out in section 3) above <ul style="list-style-type: none"> • <i>Have the risks/behaviours reduced in frequency/intensity duration?</i> • <i>What has/has not worked and why?</i> • <i>Have any identified training/skills needs been met?</i> 					
Proactive interventions used to reduce/prevent risk					
Early interventions used to de-escalate/manage risk					
Additional interventions used to respond to situations that have escalated further					
Review of RAG rating <i>(please circle)</i>			Have any new behaviours/risks been identified?	<i>(If yes, the risk assessment process should be repeated)</i>	Does the Risk Assessment need to continue?
Red <i>(Significant)</i>	Amber <i>(Moderate)</i>	Green <i>(Low)</i>			
Headteacher signature			Parent/Guardian signature		

REVIEW OF RISK ASSESSMENT PLAN (WK 6) <i>(Contributions should be sought from all affected parties, including the voice of the child)</i>			Date	Those present <i>(names and roles)</i>	
Evaluation of effectiveness or risk reduction measures set out in section 3) above <ul style="list-style-type: none"> • <i>Have the risks/behaviours reduced in frequency/intensity duration?</i> • <i>What has/has not worked and why?</i> • <i>Have any identified training/skills needs been met?</i> 					
Proactive interventions used to reduce/prevent risk					
Early interventions used to de-escalate/manage risk					
Additional interventions used to respond to situations that have escalated further					
Review of RAG rating <i>(please circle)</i>			Have any new behaviours/risks been identified?	<i>(If yes, the risk assessment process should be repeated)</i>	Does the Risk Assessment need to continue?
Red <i>(Significant)</i>	Amber <i>(Moderate)</i>	Green <i>(Low)</i>			
Headteacher signature			Parent/Guardian signature		