



Somerset
Council

Part-Time Timetable Protocol for Schools and Academies in Somerset

Guidance for Somerset schools and academies on the use of part-time timetables to meet pupil needs and support school reintegration

April 2026

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This protocol provides information and guidance for schools and academies on the legal and effective use of part-time timetables for children of compulsory school age.

It has been co-produced to ensure its alignment with current legislation, statutory guidance and regulations listed in the Guidance and Legislation section.

The appendices included are available online as stand-alone resources for schools, professionals and parents.

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1. Introduction

Children’s right to suitable, full-time education is protected in law and statutory guidance. Schools and academies have a duty to provide suitable, full-time provision for all enrolled pupils.

This protocol sets out the legal frameworks that uphold every child’s right to receive a suitable, full-time education, ensures compliance with statutory guidance, and safeguards against the unlawful exclusion of pupils.

[Working Together to Improve School Attendance](#) outlines clearly that schools should only consider part-time timetables in exceptional circumstances, and where a reduction in provision will support the child’s learning and/or health needs:

In very exceptional circumstances, where it is in a pupil’s best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs.

For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible.

A part-time timetable should not be used to manage a pupil’s behaviour.

A part-time timetable is a school-led measure where a pupil attends school for fewer hours under the school’s direction, usually as a short-term intervention to meet specific needs, reduce anxiety, or support reintegration.

A part-time timetable should not be confused or substituted with flexi-schooling, where a child is registered at school but spends part of the week being educated by their parent off-site, effectively combining school with elective home education.

Flexi-schooling reflects a parental choice about how education is delivered, while a part-time timetable reflects a school decision about how education is structured, and must be time-limited, regularly reviewed, and used only in exceptional circumstances.

In addition to the impact on learning, part-time timetables can present a significant safeguarding risk if not managed appropriately and increase the risk of a child becoming missing from education.

Children from vulnerable groups are more likely to be placed on part-time timetable and therefore more likely to be exposed to higher levels of complex contextual safeguarding risks and exploitation.

Schools must consider the potential social, educational and contextual risks of placing a child on a part-time timetable, and be able to answer all the questions below positively:

Exceptional circumstances	Are the child’s needs and circumstances exceptional, making a part-time timetable necessary?
Informed consent	Does the parent and/or the local authority understand and agree to the use of a part-time timetable?

Safeguarding	Is a part-time timetable safe for the child given any educational, health, familial or contextual risks; does the child have a social worker or ongoing multi-agency support?
Statutory duties	Can the school meet and evidence its statutory educational and safeguarding duties to the child while on a part-time timetable?
Short-term solution	Is a part-time timetable a short-term solution to enable the child to engage with and reintegrate into learning?
Formal arrangements	Are formal arrangements in place that ensure the regular review and adjustment of the child's provision?

This document sets out to ensure that children are only placed on part-time timetables where it is necessary and safe to do so.

2. Guidance and Legislation

This guidance aligns with the following statutory guidance and legislation:

- [Working Together to Improve School Attendance](#)
- [Keeping Children Safe in Education](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

It also aligns with the following Somerset policies and protocols:

- [Somerset Section 19 Policy](#)
- [Somerset Graduated Response Tool](#)
- [Children at Risk of Exclusion – Checklist of Expectations](#)

3. Definitions within this Document

Child – Refers to children and young people of compulsory school age.

Parent – Refers to any parent carer or adult with parental responsibility or adult with reasonable influence over the day-to-day care of a child, in line with [Section 576 of the Education Act 1996](#).

School – Refers to all registered schools and colleges in Somerset that provide education to children of compulsory school age.

Full-time provision – Refers to the number of hours of education provision available to a child each week, as defined in [Part-Time Timetable Basics](#).

Part-time timetable – Refers to a timetable that has, by agreement with a child's parent and the Local Authority (where appropriate), been reduced to meet the child's needs and support learning.

Compulsory school age – Refers to the period when a child must be in full-time education by law. In England and Wales, this starts at the beginning of the school term after their fifth birthday and ends on the last Friday of June in the school year they turn 16.

4. Part-Time Timetable Basics

The table below outlines what guidance suggests equates to full-time education provision for children of compulsory school age across the four key stages in hours per week:

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
21 hours	23.5 hours	24 hours	25 hours

As a first step, schools should refer to the Somerset Graduated Response tool to ensure the child or young person's needs are clearly understood, that appropriate provision is in place, and that relevant outreach support has been accessed.

Before considering the use of a part-time timetable, schools should then seek advice and support by contacting the Inclusion Advice Line or consulting with their allocated Educational Psychologist. It is expected that external agencies are involved through a Team Around the Child or Family meeting prior to any decision to implement a part-time timetable.

Schools should then work with the pupil, their parents and appropriate support services to identify and understand barriers to attendance and learning. A reduction in the education provision should only be considered in exceptional circumstances.

If a reduction in these taught hours is considered in the best interests of the child, the school should take steps to formally put a part-time timetable in place.

If a child accesses fully supervised alternative provision as part of their provided hours, those sessions can be B coded and count towards their education provision.

The application of a part-time timetable must be discussed with and agreed by the child's parent or carer before being put in place. Existing support frameworks, such as a Pastoral Support Plan, or Team Around the Child/Family are usually the best routes to engage with parents, and the child.

If the pupil has a social worker, they will need to agree to a part-time timetable along with their parent, as outlined in [Children with a Social Worker](#).

Part-time timetables **must not** be put in place without parental consent and engagement.

All part-time timetables should be clearly set out with a review process agreed. [Appendix C](#) provides a template for agreeing and reviewing such arrangements.

Part-time timetables should only be used in exceptional circumstances, for example:

- where a pupil's needs have been identified as preventing them from accessing full-time provision and a reduction in provision is followed by a planned reintegration, or
- where a pupil is experiencing emotionally based school avoidance or high levels of anxiety that prevent them from accessing full-time provision and a graduated reintegration is required, or

- where a pupil has a short-term medical condition that prevents the child from attending school full-time and a part-time timetable is considered a reasonable adjustment to support their reintegration.

Key Points about Part-Time Timetables

- A part-time timetable should be supported by a robust Early Help Assessment and Team Around the Child framework.
- As part of the planning around a part-time timetable, a risk assessment should be completed to mitigate any identifiable risks.
- The objectives of any part-time timetable should be clearly identified at the outset and be in the best interests of the child.
- The pupil's parent must consent to the part-time timetable and be clear that they are accepting responsibility for their child when they are not expected in school.
- The agreed part-time timetable should last for the shortest period possible (e.g. no longer than six weeks).
- The part-time timetable must be reviewed regularly and at least every two weeks to understand its impact, make changes and review any additional support required.
- Extending a part-time timetable should only happen in exceptional circumstances and where its continued use is meeting the needs of the child.
- If the child is entitled to free school meals, schools should take steps to ensure this entitlement continues to be met.
- Schools should provide or recommend appropriate learning opportunities for children and young people who are on part-time timetables, ensuring they have meaningful work or activities to engage with while not attending school
- Part-time timetables must be agreed by the school's head teacher or delegated member of the senior leadership team (e.g. SENDCO).

5. Informal Suspensions and Exclusions

Informal suspensions and exclusions are not lawful, even if the child's parent or carer consents to their child being sent home. This includes instances where a child may be given a cooling-off period and the use of part-time timetables as a behaviour management tool.

Where behavioural support or interventions are needed to support a child engage with learning, schools should refer to the [Children at Risk of Exclusion Checklist](#) to ensure appropriate and timely support is identified.

The only circumstances in which a school may lawfully send a pupil home are following a formal suspension or exclusion, when they are too unwell to remain in school, or as part of a planned and agreed part-time timetable.

Schools must report all suspensions and exclusions to their local authority in a timely manner. Schools that do not submit attendance, suspension and exclusion data to Somerset Council automatically can [inform Somerset Council of a suspension or exclusion](#) online.

The Children's Commissioner for England's report on illegal exclusions [Always Someone Else's Problem](#) investigated the impact of children being excluded from education. It found that:

- there is a widespread lack of understanding of the legal requirements exists among school leaders, governors, parents, and pupils
- this lack of awareness can result in accidental illegal exclusions
- even unintentional illegal exclusions are unacceptable
- headteachers and governing bodies share a statutory duty to ensure the school always operates within the law.

Illegal Suspensions

A part-time timetable may constitute an illegal suspension if:

- it was put in place without the consent of the child's parent or carer
- it does not have clearly defined objectives
- it does not have a clearly specified end date
- it does not have a review process.

If a professional becomes aware of an illegal suspension or a pupil on a part-time timetable and has concerns about its purpose, duration, or whether the parent has consented, they should notify Somerset's Preventing Exclusions Team by emailing PreventingExclusion@somerset.gov.uk.

6. Risk Assessing a Part-Time Timetable

All part-time timetables should be robustly risk-assessed to ensure reduced education provision or time in school does not place the pupil at increased risk of harm. Schools should risk assess within their own setting or trust, but should take into consideration the following as a minimum:

- the impact of reduced provision on the pupil's learning and progress
- the pupil's safety and well-being during school hours
- how the pupil will be supervised and cared for, and where they will be
- how the pupil will be reintegrated to full-time provision
- any transport needs the pupil has and how part-time provision might affect these
- any risk of exploitation, radicalisation or criminal activity, including anti-social behaviour
- how regularly the school will have contact with the pupil on days they are not in school.

If placing the pupil on a part-time timetable appears to place them at increased risk, it should not be put in place and alternative measures should be taken.

Schools must consider whether the use of a part-time timetable is potentially discriminatory. If the pupil has any special educational needs or a disability, a part-time timetable should only be considered in addition to evidencable reasonable adjustments and where such action is of benefit to them.

If the pupil has a social worker, they will need to agree to a part-time timetable along with their parent, as outlined in [Children with a Social Worker](#).

7. Section 19 Support for Children Unable to Attend School

Where a school is unable to provide education provision for a child due to their health needs or otherwise despite their best efforts and graduated response, they should request support from the Local Authority in line with Section 19 of the Education Act 1996, as outlined in the [Somerset Section 19 Education Provision Policy](#).

Further information and guidance on supporting children who cannot go to school, including Section 19 Request form, is available on the [SEND Local Offer website](#).

8. Children with Education Health and Care Plans

A part-time timetable should only be used for a pupil with an EHCP in very exceptional circumstances. The part-time timetable should meet a specific, temporary need and not be used to manage behaviour or because of the SEND needs alone, as this may constitute discrimination under the Equality Act 2010.

Any changes to provision must be informed by the child's needs and by the provision outlined in Section F of their EHCP.

A part-time timetable must:

- be in the best interests of the child
- hold clearly defined objectives
- be for a specified and limited period (usually no more than six weeks)
- Include a clear re-integration plan
- be reviewed regularly (at least every two weeks), and
- align with the child's needs and provision recommendations in Section F of their EHC plan.

Where appropriate, 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 the work is regularly marked, with feedback available to the child.

Any significant and longer-term changes must be made in line with the school's normal Assess Plan Do Review (APDR) and statutory annual review processes.

Schools should ensure that the provision specified in Section F of the child's EHC Plan continues to be delivered to meet their needs. Schools should not divert that child's identified resources elsewhere.

9. Children with a Social Worker

Any school considering a part-time timetable for a child that has a social worker (and is supported by either a Child in Need or Child Protection Plan) must first consult with the child's social worker.

A part-time timetable should only be put in place when the provision has been discussed and agreed at a multi-agency meeting involving the child's social worker, and where any associated risks are adequately mitigated.

A part-time timetable should:

- be robustly risk assessed,
- have clearly defined objectives,
- be for a specified and time-limited period,
- be reviewed regularly, and
- be consented to by the child's parent and their social worker.

Schools should have daily contact with any pupil with a social worker, including any days they are not in school. All contacts should be recorded on the school's safeguarding system.

10. Children Looked After

Children looked after (CLA) are amongst our most vulnerable pupils and a part-time timetable should only be used in very limited circumstances when all other interventions have been tried.

Where schools are considering placing a child on a PTT this should be agreed with the Statutory Virtual School and their Social Worker.

Schools should contact the Virtual School by emailing CLAeducation@somerset.gov.uk.

A part-time timetable should only be used after reviewing the child's Personal Education Plan (PEP) and must:

- have clearly defined objectives,
- be for a specified and time-limited period,
- be reviewed regularly (at least every two weeks), and
- be consented to by the child's parent and/or their social worker, as well as the Virtual School of the responsible local authority.

If the school has any concerns about the safety of a child on a part-time table they must follow their safeguarding policy and procedures and contact the relevant social worker.

Schools should have daily contact with any pupil that is a Child Looked After, including any days they are not in school. All contacts should be recorded on the school's safeguarding system.

11. Part-Time Timetable Attendance Codes

A child's record of attendance is a legal document and schools have a duty to ensure it is kept up-to-date and accurate.

The following attendance codes can be used to reflect a child's attendance when on a part-time timetable:

/ \	When the child is present on the school premises during morning and afternoon registration periods.
B	To be used only during sessions when the child is taking part in fully supervised learning activities as agreed in their part-time timetable (see note below).
C	Must be used during any sessions where the pupils is taking part in unsupervised learning, including remote learning with parental supervision).
C2	Must be used during all sessions when the child is not expected to be in school as agreed in their part-time timetable and is not taking part in supervised learning.
E	Must be used for sessions when the child is formally suspended or excluded while on a part-time timetable and only for the sessions to which the suspension or exclusion relates.
K	To be used when the pupil is taking part in full supervised learning activities arranged by the Local Authority.

Less commonly used codes, such as W (work experience), V (school trip) can also be used as appropriate.

Using the B Code

Schools are responsible for the supervision and well-being of children for all sessions when the B code is used. Any alternative provision should be assessed by the school and deemed safe and suitable.

The B code must not be used during any times a child is at home under parental supervision.

Any absence during a session when the child is expected to be in school or engaged with learning must be recorded using the appropriate code.

Further information on attendance coding and the use of the B code is available on the [Attendance Monitoring Service resource page](#) and the [current coding guidance](#) from the Department for Education.

12. Remote and Virtual Learning

Schools can make use of the various technologies and companies providing services that make remote learning viable. It is important, however, that the appropriate safeguards are put in place and that assurances are sought that any systems used are secure and safe.

Schools should also seek assurances that any times when a child is at home as agreed within their part-time timetable, they are safe and adequately supervised by an appropriate adult.

When taking part in remote learning, the question of supervision needs to be carefully considered.

While at home, children should be adequately supervised by an appropriate adult. While taking part in remote learning, direct communication between the teacher and the child is also required. Schools should be able to evidence when a pupil engages with agreed remote learning.

[AV1 robots](#) are a popular way for children to access learning at home, as they have a physical presence in the classroom and give a two-way communication feed. The child can see and hear the lesson and control the robot remotely, while the teacher and other children can respond to the robot's facial expressions and audio feed from the child.

Where an online tutoring company is used to provide remote learning, the school must:

- ensure the relevant safeguarding and quality checks have been completed, including obtaining written assurances around Safer Recruitment practices
- ensure regular communication with the company regarding the attendance and progress of the child so those sessions can be accurately recorded on the pupil's attendance register.

13. Data Sharing

All schools are required to provide attendance data to their local authority and the Department for Education.

Schools and local authorities use attendance data to identify pupils and cohorts that may require additional support and those that may be at risk of harm.

Somerset Council reviews attendance data to identify where support may be needed, including pupils that are on part-time timetables.

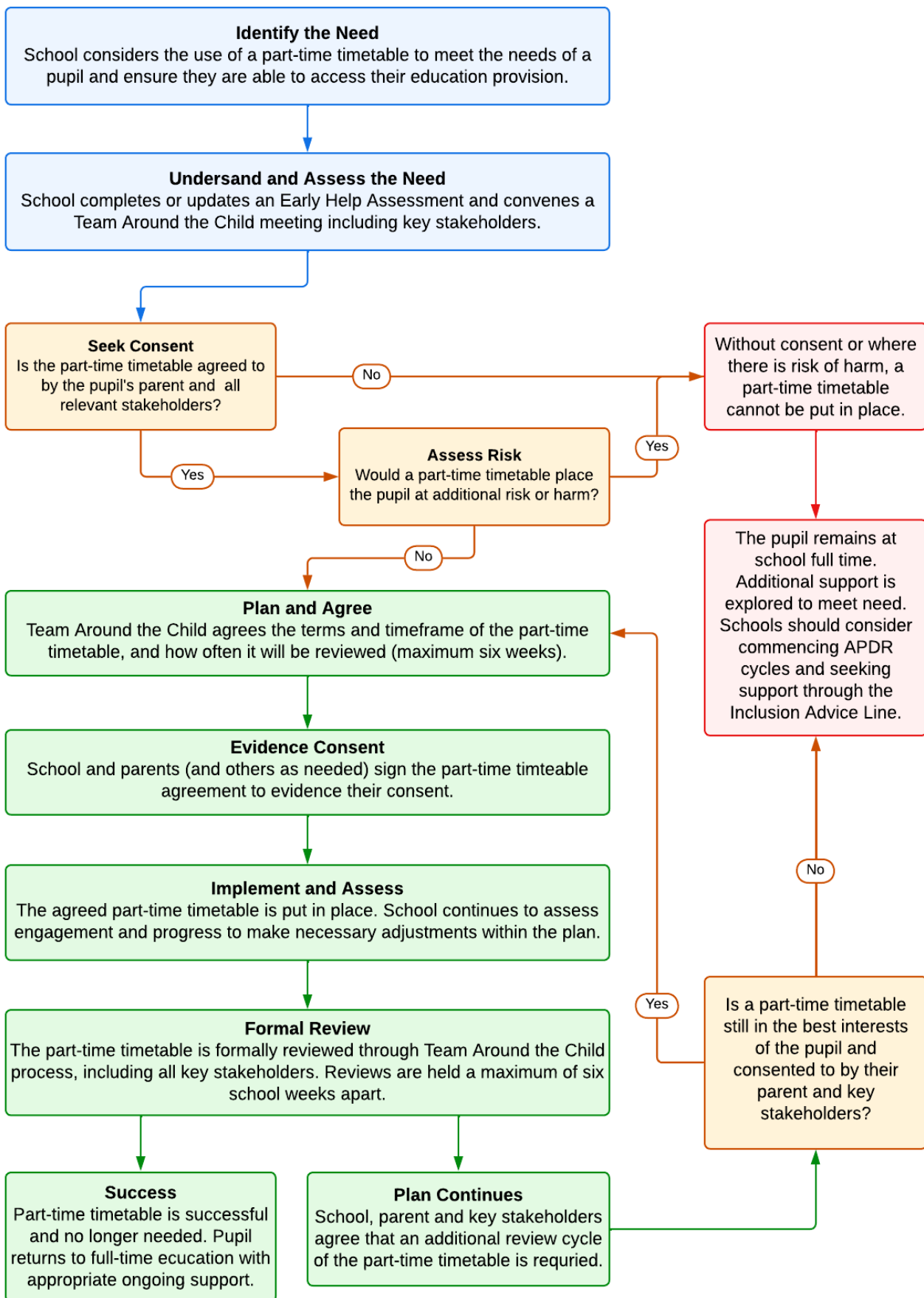
14. Further Advice and Support

Further support and advice are available by calling the Inclusion Advice Line on 0300 123 2224.

If our support team cannot answer your query, they will request a specialist service call back and you will be contacted directly.

Appendix A – Part-Time Timetable Process

 Standalone Version



Appendix B – Part-Time Timetable Checklist

 Editable Version

All questions should be answered positively for the part-time timetable to be lawful and compliant with statutory guidance.

1	The Graduated Response toolkit has been used and advice sought from the Inclusion Advice Line / Educational Psychologist	<input type="checkbox"/>
2	A part-time timetable is in the best interest of the pupil and will support them to access education as fully as possible.	<input type="checkbox"/>
3	The parent or carer has agreed to their child being placed on a part-time timetable.	<input type="checkbox"/>
4	Where appropriate, steps one and two of the Children at Risk of Exclusion Checklist have been followed	<input type="checkbox"/>
5	Placing the pupil on a part-time timetable has been risk assessed and does not place the child at increased risk of harm or exploitation.	<input type="checkbox"/>
6	If the pupil has an Education Health and Care Plan, an early annual review has been completed and the Statutory SEND team consulted.	<input type="checkbox"/>
7	If the pupil has a social worker, they have been consulted and agree to the part-time timetable being put in place.	<input type="checkbox"/>
8	If the pupil is a Child Looked After the Statutory Virtual School and social worker have been consulted and agree to the part-time timetable being put in place.	<input type="checkbox"/>
9	The part-time timetable is supported by an Early Help Assessment and a Team Around the Child is in place.	<input type="checkbox"/>
10	The voice and views of all key stakeholders have been collected and recorded, including the pupil and their parent.	<input type="checkbox"/>
11	The part-time timetable has been clearly defined and agreed with the pupil's parent and key stakeholders.	<input type="checkbox"/>
12	The part-time timetable has a defined timescale and regular review process.	<input type="checkbox"/>
13	The part-time timetable has a reintegration plan with defined targets and expectations.	<input type="checkbox"/>
14	The pupil's parent has been involved in the planning and agreement of the part-time timetable and has signed the relevant paperwork showing their consent for it to be put in place.	<input type="checkbox"/>
15	The pupil's attendance register will be – and is being – coded accurately to reflect their provision, including the use of the C2 code.	<input type="checkbox"/>

Complete this checklist at the point of starting and reviewing all part-time timetables and save it to the child's file.

Part-Time Timetables

Information for parent carers about the use of part-time timetables.

What is a part-time timetable?

A part-time timetable means your child goes to school for fewer hours than usual. Careful use of a part-time timetable can help if your child has special educational needs, health issues, or other challenges that prevent them from attending full-time.

When can a part-time timetable be used?



Exceptional Circumstances

Part-time timetables should only be used in exceptional circumstances, where there are no reasonable alternatives, and in the best interests of your child.



Health Issues

If your child is ill and is unable to go to school full-time.



Special Educational Needs

If your child has special educational needs or a disability that would be supported by a part-time timetable (including children with an EHCP).



Emotional Issues

If your child feels very anxious or avoids school and a reduction in hours may support them to attend regularly or build up their time in school.

Important points to consider



Agreement

A part-time timetable can only be put in place with your agreement.



Short-term

It should be short-term and must be reviewed regularly (e.g. every two weeks).



Safety

The school must ensure your child will be safe when not in school and should not put a part-time timetable in place if doing so places them at risk or harm.

Important points to consider



Learning

The school should provide suitable, differentiated work for your child to do at home for times your child is not taking part in supervised learning.

What schools must do



Explore alternatives

As part of a graduated response, schools should work with your child and with you to identify other measures that prevent the need to reduce their hours.



Consultation

Talk to you, get your consent to start a part-time timetable and keep you updated with progress.



Support

Provide the necessary help and resources to support your child's learning.



Safeguard

Make sure your child is safe when not in school and check in with you regularly.



Review

The school should regularly review part-time timetables to make sure they're working for your child. Reviews should include you and your child.



Keep Accurate Records

The school must keep accurate records of your child's attendance and progress.

What schools must not do



Push or force parent carers to agree to a part-time timetable

Schools can recommend a short-term part-time timetable in exceptional circumstances, and where they believe it would benefit your child. However:

- a school cannot impose a part-time timetable, and
- it is illegal to use a part-time timetable except where it is genuinely in the child's best interests and agreed with parents

You should never feel pressured or forced into agreeing to a part-time timetable, and can refuse if you believe it does not meet your child's needs



Refuse a child to enter the school if they are not formally suspended or excluded

Schools have a legal duty to provide full-time education to every child on their admissions register.

What schools must not do

Schools must not refuse entry to a child unless a lawful, formal suspension or permanent exclusion is in place, or there are specific, evidenced safeguarding, safety or legal grounds for such action.



Send a child home to “cool off”

Sending a child home without recording it as a formal suspension is known as an informal or unofficial exclusion, and it is unlawful.

Schools may only send a child home if:

- the child is unwell, parents have been contacted and consent, or
- the child has been formally suspended or excluded by the headteacher following as part of the school’s formal suspension or exclusion process.

Marking part-time timetables on your child’s register

/ \

When your child is present on the school premises during morning and afternoon registration periods. *

B

When your child is taking part in supervised learning activities, e.g. alternative provision. This does not include parental supervision. The B code counts as a present mark.

C

When your child is learning at home with parental supervision.

C2

When your child is not expected to be in school or learning. All C codes are authorised absences.

X

When your child is not expected in school and is not yet compulsory school age. X codes are not counted as present or absent marks.

K

When your child is taking part in educational activities that have been arranged by the Local Authority. The K code counts as a present mark.

* If your child is absent from learning, the appropriate absence mark must be used.

Who needs to know?



The Local Authority

Schools are required to share attendance data with their local authority. Somerset Council processes all school attendance data to identify children on part-time timetables.



Your child’s social worker

If your child has a social worker, they must agree to the timetable and should be part of the ongoing review process.

Who needs to know?



The Virtual School

If your child is in care, the Statutory Virtual School must agree to a part-time timetable and be part of the ongoing review process.



The SEND Reviewing Team

If your child has an EHCP and changes to it are required, the school should ensure the SEND Reviewing Team should be notified.

What should you do?



Advocate for your child

Part-time timetables can only be put in place with your permission. You are under no obligation to agree. If you do not agree that reducing your child's hours in school is the right thing to do, say no and work with the school to explore other options.



Speak up

If you feel you are being pushed into accepting a part-time timetable, you should follow the school's complaints procedure. If you cannot resolve the matter in this way, you can reach out to Somerset Council by calling 0300 123 2224 to seek advice on next steps.



Stay involved

Work with the school and other services to support your child to make sure the timetable is helping your child, is meeting their needs and is reviewed regularly.



Ask for help

If you are unsure how to work with the school to meet your child's needs, support is available. [Somerset SENDIAS](#) is an independent team that supports parent carers with children with special educational needs. Somerset Council may also be able to offer advice and support. You can reach out by calling 0300 123 2224.

This guidance is designed to ensure part-time timetables are used when it is lawful and appropriate to support your child's education.

If you have any questions, contact your child's school for more information.

Appendix D – Part-Time Timetable Agreement Form

 Editable Version

Child's Information

Child's Name

Date of Birth

Year Group

School

Is the child a Child Looked After?

Yes / No

→ IF YES, by which local authority?

Does the child have a social worker?

Yes (CP) / Yes (CIN) / No

→ IF YES, who is their social worker?

Parent Carers and Professionals' Information

Parent Carers' Names

School Caseworker

SEND Caseworker

Virtual School Caseworker

Other professionals involved

Provide name and their role

Additional Information and Background

Summary of the reason a part-time timetable is being tried and what support has been offered:

Type relevant information here...

Provision and Timescales

Date of agreement meeting

Start date of the part-time timetable

Hours of education expected each week

In school

Other provision

Learning at home

Total hours

Review date (no longer than six school weeks)

Expected end date of part-time timetable

Timetable and Objectives

Day	Morning Session	Afternoon Session
M	Add information about each session's agreed provision including any sessions where no provision is in place	...
T
W
Th
F

Objectives of the part-time timetable and offered support

Detail what the part-time timetable hopes to achieve – include specific targets and reference any other support plans in place (e.g. CIN plan)

Any other relevant information

Agreement

School

This agreement is in the best interests of the child and has clear objectives, as laid out above, and will support them to engage with learning.

Tick

The part-time timetable checklist has been completed and all necessary checks have been undertaken, all relevant people have been included in this process and agree with it.

Tick

The school will lead on ensuring the child's progress and attendance are monitored and that the agreed provision will be regularly reviewed to best meet their needs.

Tick

Signature and Date
(School)

Signature

Date

Parent / Carer

I understand and agree that my child will be placed on a part-time timetable for a limited period, and that this arrangement will be reviewed.

Tick

I understand and accept that I am responsible for my child's welfare and supervision during sessions when they are not in school or at a supervised alternative provision.

Tick

Signature and Date
(Parent)

Signature

Date

Other Professionals as Required

Social Worker

Signature

Date

Virtual School Officer

Signature

Date

SEND Officer

Signature

Date

This agreement should be retained on the child's record and support any additional support plans.

A copy should be provided to parent carers and all relevant professionals.