



Guidance for Transition Intervention Plans and Modified Learning Plans

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Review Period: Annually

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Exceptional circumstances

Because pupils of compulsory school age are entitled to a full-time education, reduced timetables are only allowed in exceptional circumstances, where:

- There's a **specific need** for a pupil - e.g. a medical condition prevents them from attending full-time education and a part-time timetable is part of a planned re-integration
- It's on a **temporary** basis, stating when they're expected to return to school full time
- The decision is made with the **informed consent** of parents/carers

This is explained in the Department for Education's (DfE) guidance on school attendance, see page 17.

Headteacher decides circumstances

It is up to your headteacher to decide what these exceptional circumstances are, the DfE told us this.

The headteacher has to justify:

- Why the pupil isn't able to receive full-time education
- That this decision is in the best interest of the child

Consider your pupils' needs

Complete a risk assessment

You should do this for all pupils, but especially if you are concerned about their welfare. For example, if they are identified as a child who's **'in need'** or **'looked after'**, or they are involved in/vulnerable to:

- Child sexual exploitation
- Substance misuse
- Self-harming
- Radicalisation
- Other potential abuse
- Criminal activity

Discuss arrangements with social care and involve your designated safeguarding lead in any decisions.

If you are **still** concerned about their welfare, do all you can to keep your pupil in school? If they are at risk of an exclusion, follow your behaviour policy.

Make sure you have done all you can before you recommend a reduced timetable for a pupil with special educational needs (SEN) and/or a disability

This is because the school may be at risk of failing to have due regard to its responsibilities under the Equality Act 2010.

So:

- Liaise with your educational psychologist
- Make reasonable internal adjustments to your pupils' lessons, the class learning environment and timetable
- Review your SEN provision to uncover any unmet needs - especially if they've got an education, health and care plan
- Contact your local authority SEN service

This is advice from nasen.

You have decided to place a child on a reduced timetable, now what?

Meet with the pupil and their parents (Where possible)

Discuss:

- Why you believe this is the best course of action
- What extra support the pupil will receive while at school
- Expectations for the pupil when they're not at school:
 - What they'll be doing when they're at home during school time - including how they'll be expected to complete any work set
 - Who the designated adult responsible for their care will be - e.g. will an adult be available when the pupil is meant to be at home?
 - How they'll travel to and from school
 - How they'll access free school meals if they're entitled to them

During the meeting:

- Agree the review and re-integration dates
- Listen to and address any concerns they may have

Tell your local authority (LA) as soon as possible

Your LA is required to keep records of all pupils who aren't accessing full time education.

You might be asked for evidence of:

- Any safeguarding concerns you may have
- How you're meeting their needs whilst in school and at home - especially if they're vulnerable
- How you've followed all medical advice and guidance

- Parental involvement - like a signature/agreement

Along with:

- A description of the proposed recommendations (including any medical reasons, if applicable)
- Total hours of education the pupil will receive per week (in school and off-site)
- Planned start date, review dates and end date

Review your provision regularly

After 2 weeks

Decide whether the current needs of the pupil have changed.

Look at the impact the reduced timetable has had on the pupil:

- How are they managing in school - have they met any targets that were set?
- How much education have they missed and what are the catch-up plans?
- Are transport arrangements to and from school suitable?
- Ask them:
 - Are they safe whilst at home?
 - How is their mental health and well-being?

Following this review, you may consider:

- Adjusting your original timetable
- Setting new targets for your next review
- Increasing the time your pupil is at school

After 4 weeks

At this point - your focus should be on fully integrating your pupil back into school. With the pupil and their parents, review your support plan:

- See whether there's a way you can reduce this
- Set re-integration targets (more on this below)

Return your pupil to full time provision as soon as you can

In its re-integration timetable guidance, Southend Borough Council expects all pupils to be back in full-time education within 6 weeks - contact your LA to find out what its expectations are.

When your pupil is ready to return to school full-time, meet with:

- **SENCO:** to review the provision the pupil has received and whether it's manageable to continue giving them this level of support full-time
- **Staff:** to find out if the pupil's met all expected targets and is ready to return to school full time - agreeing re-integration expectations
- **Pupils' parents:** to review your original concerns, review behaviour and attitudes whilst the pupil's been on a reduced timetable and discuss proposed re-integration expectations
- **Pupil:** discuss and set agreed, manageable targets for them to achieve for the first 2, 4 and 6 weeks after they've returned

Inform your LA once your pupil is back to school full time.