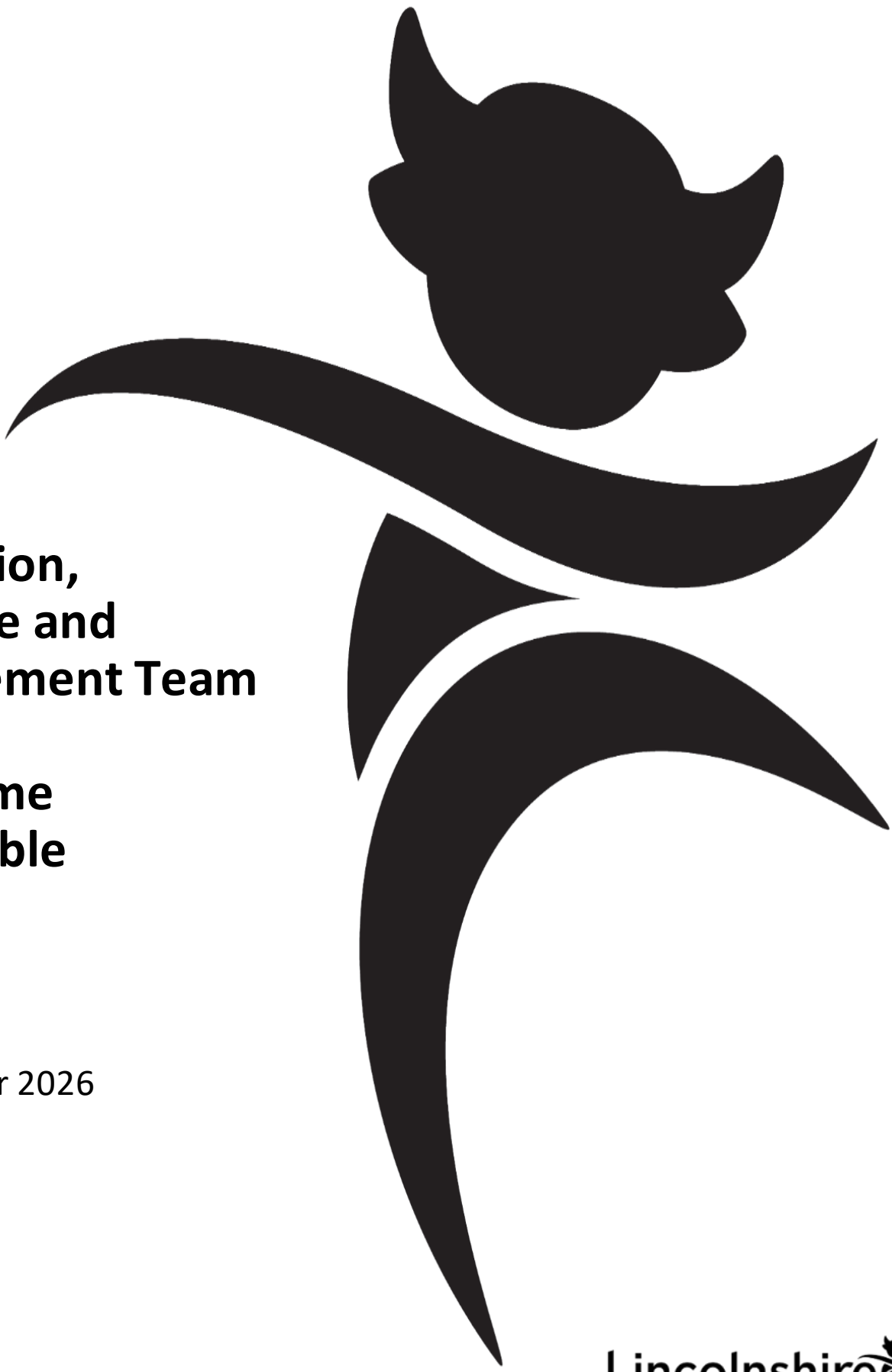


A large, stylized black flower graphic is positioned on the right side of the page. It features a central flower head with several petals, a long, curved stem, and two large, sweeping leaves. The design is minimalist and modern.

**Education,
Welfare and
Engagement Team**

**Part-time
Timetable
Policy**

September 2026

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1. Background and context

When referring to when a pupil is required to attend for less than full-time LCC has historically used the term 'reduced time timetable (RTT)' but this has been replaced with the term 'part-timetable' to align with statutory guidance [Working together to improve school attendance - GOV.UK](#)

The local authority has a statutory responsibility to identify and track any pupil missing education, as set out in the statutory guidance **Children Missing Education**¹. Whilst most pupils on a part-time timetable will be receiving an appropriate education taking into consideration their current needs, any pupil on a part-time timetable is deemed to be at potential risk of missing education.

It is recognised that there may be occasions when a pupil is unable to attend school full-time due to, for example, illness or recovery from illness, exceptional family circumstances, or returning home from a period in custody. Also, there may be instances when a pupil is experiencing mental health problems that are manifesting themselves in behaviours and thus making it increasingly difficult for them to cope with full-time attendance. In such circumstances the law permits the temporary use of a part-time timetable. This guidance explains the legal position regarding such timetables, clarifying responsibilities and identifying best practice.

Schools are also asked to be mindful that when considering a part-time timetable that does not align with the start and end of the school day, they consider how the child will be able to access school. Lincolnshire's School and College Transport policy only allows for transport to be provided at the start and end of the school day. Therefore, if the child currently uses transport provided by LCC, please ensure that Transport Services are informed via email at SchoolTransportApplications@lincolnshire.gov.uk with information to support the request as these may be considered in exceptional circumstances. The transport arrangements if approved will also be reviewed periodically.

In the statutory guidance document, [Working together to improve school attendance](#))², the guidance states:

65. All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes (see chapter 8).

¹ DfE Children Missing Education <https://www.gov.uk/government/publications/children-missing-education>

² [Working together to improve school attendance](#)

66. 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.

67. A part-time timetable should:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a parttime timetable for a prolonged period.

68. Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.

69. If the pupil has an education health and care plan, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

70. 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).

Other reports have highlighted concerns that children not accessing full-time education tend to have lower aspirations, limited levels of achievement and, most seriously, face potential safeguarding risks, such as child exploitation.

Ofsted has strengthened its approach to monitoring local authorities' and schools' arrangements for managing attendance. Part of this is that local authorities are now required to obtain from all schools, regardless of their arrangements for governance, up-to-date and accurate data on all children not accessing full-time education. Schools are similarly required to maintain data on pupils on their roll but not attending full-time.

2. Purpose of the Guidance

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 part-time timetable to meet a pupil's

individual needs. The purpose of this guidance is to assist schools in ensuring that no pupil is excluded illegally through the imposition of a part-time timetable.

Lincolnshire County Council remains committed to every child's right to a full-time education offer and makes clear the requirement that a part-time timetable cannot be implemented without written agreement from parent/carer (or the Virtual school for children in care and/or the SEND team at the local authority where appropriate and SEND must agree before transport is requested).

This guidance ensures that there is a clear understanding of the law within all Lincolnshire schools and that every child's right to a full-time education is robustly supported.

3. Off Rolling and Informal Exclusions

In the most recent Ofsted **School Inspection Handbook**³ it defines off rolling as:

Off rolling is where leaders take any of the following decisions, and do so in the interests of the school, rather than of the pupil(s) in question:

- removing a pupil from the school roll (such as by moving them to AP) without a formal, permanent exclusion (this may be an unlawful exclusion) or intentionally not following regulations when carrying out a permanent exclusion
- preventing a pupil on the school roll from attending school normally without a formal suspension, for example by sending them home or placing them on a part-time timetable (this may be an unlawful suspension)
- placing pressure on a parent to remove their child from the school roll
- placing pressure on a post-16 student not to continue with their course of study
- not allowing a pupil to attend school normally, without a formal permanent exclusion or suspension

In addition, the DfE statutory guidance *'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England July 2026'*⁴

Further examples of off rolling include:

- *sending a pupil home without a formal suspension regardless of whether it occurs with the agreement of parents*

³ [School inspection: toolkit, operating guides and information - GOV.UK](#)

⁴ DfE [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

- *placing a pupil on a part-time timetable for behavioural reasons*

Unless as part of a temporary part-time timetable agreement or an official exclusion, a pupil must not be sent off the school premises.

Telling or forcing a pupil to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance.

4. Full-time Education

There is no legal definition of “full-time” in terms of education at home, or at school. Children attending school normally have about five hours tuition a day for 190 days a year, spread over about 38 weeks.

In March 2022, the Government introduced a non-statutory expectation of a 32.5-hour minimum core school week. This applies to all mainstream, state-funded schools in England. It does not include pupils in early years settings, 16-19 provision (including school sixth forms) or specialist settings, such as special schools and alternative provision, but specialist settings and alternative provision are also encouraged to consider extending their core week where appropriate.

The 32.5-hour minimum expectation includes the time in each day from the official start of the school day (i.e. morning registration) to the official end of the compulsory school day (i.e. official home time). The 32.5-hour minimum includes lunch times and other breaks as well as teaching time and any enrichment activities that all pupils are expected to attend. It does not include optional before or after school provision.

Please refer to the guidance [Length of the school week - GOV.UK](https://www.gov.uk/guidance/length-of-the-school-week)

In Lincolnshire reference to a part-time timetable provision will apply for any child where it is planned and agreed in advance, that they will not be expected to be in school for the same amount of time as their immediate cohort / peer group.

5. Part-time timetable due to medical reasons

A school can consider a part-time timetable for a pupil who has a medical condition where recovery or ongoing treatment is the priority outcome. This may take the form of:

1. **Medical reintegration arrangements (Short term)**– where a child has been ill and returns to school unable to fully access the curriculum, the school may have an arrangement with parents/carers to implement short term adjustments. The school will need to plan how they will meet the needs of the child over the period required. For example, a child may return to school but may still be weak because of their illness. These arrangements should not be longer than 4 weeks.

2. **Medical reintegration arrangements (Medium term)** – where a medical need is unexpected, and recovery is expected to need a slightly longer timescale but still relatively short term. The school will need to plan how they will meet the needs of the child over the period required. It is expected that this plan may cover a period of 4 to 8 weeks but not long term.

For cases that are likely to be more long term the following may be in place:

3. **Independent Healthcare Plan (IHP)** – all children with significant on-going medical needs should have an IHP or equivalent plan.
4. **Pastoral Support Plan (PSP)** – all children who are to receive a part-time timetable must have a PSP if no other plan outlines their needs and approach to full integration. All children who are on a part-time timetable to reduce the risk of an exclusion or are returning from a period of absence from mainstream school i.e. alternative provision, elective home education or missing education, must have a pastoral support plan in place.
5. **Special Educational Needs** - if it is likely that the child also has special *educational* needs as well as a medical condition, then the school should include this in the school SEND process for a graduated approach to meeting need.

Not all children who have a medical condition and subsequent plan will need a part-time timetable; the school should first consider if they can meet the full-time needs of the child in school and what is in the best interest of the child, before considering any reduction in time at school.

A school may complete one plan provided the specific needs of the child are identified, and relevant actions are put in place.

The DfE guidance, **Supporting pupils at school with medical conditions**⁵ further support.

5.1 Children who cannot attend school due to medical needs

Section 100 of Children and Families Act 2014 places duty on schools to "make arrangements" for supporting all pupils with "medical conditions" in terms of both physical and mental health. Includes welfare checks, providing education, monitoring progress, and considering unmet need.

The Local Authority must arrange suitable education at school or elsewhere for pupils who are out of school because of illness, if they would not receive suitable education without such arrangements. The provision generally should be full-time unless it is not in the child or young person's interests (Education Act 1996 Section 19).

⁵ DfE Supporting pupils at school with medical needs

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

If a pupil is likely to be ill for more than 15 school days, a request for **Education Support on Medical grounds**⁶ may need to be considered. A request to the Lincolnshire's Medical Support Panel (MSP) will be assessed and consideration will be given as to how reasonably accessible education can be put in place.

A school should consider a referral to MSP when:

- the young person has been absent from education due to ill health for 15 school days or more **and**
- the school can demonstrate that it has taken steps to address or respond to the situation in the first instance but without success (school-based interventions may vary depending on the nature of the medical condition). Where despite putting reasonable adjustments in place there is still a medical barrier to attending.
- the designated referral form has been submitted by appropriate organisation (usually the school) and is fully completed, signed, and dated and parental consent has been given.
- Supporting documentation, including robust medical evidence is attached to the referral.

6. Part-time timetable to support reintegration

In exceptional circumstances a /part-time timetable may be used where a medical need is not the main reason. School, parent/carer, and other professionals may jointly agree that a short-term (no longer than 4-weeks) reduction would support a pupil to successfully engage with the reintegration process. This would be a closely monitored intervention to address and manage a pupil with significantly challenging behavioural, emotional, or social needs.

A part-time timetable may also be used as part of a planned reintegration into school (no longer than 4-weeks) following an extended period out of school e.g. following exclusion, or embedded non-attendance.

When a pupil is a child in care (CiC) or subject to Early Help or a social care plan, a reduction in timetable should only be used in the most exceptional circumstances after other interventions have been tried, as it may place these pupils at greater risk.

Pupils who exhibit behaviour which challenges

Where a student is presenting with negative and or challenging behaviour schools should screen for unmet needs and offer an Early Help Assessment to address the wider needs of a pupil.

Pupils whose presentation is representative of heightened anxiety, impact of trauma, mental health needs, or a long-term disability such as ADHD or Autistic Spectrum may fall within the remit of the Equality Act 2010 and school have a duty to put in place appropriate

⁶ Request for Education Support (medical grounds) [Medical support panel \(MSP\) – Professional resources](#)

reasonable adjustments and ensure that the pupil is not placed at a disadvantage because of their needs.

Any pupil who is at risk of fixed or permanent exclusion should be provided with a Pastoral Support Plan and schools should follow the Lincolnshire Ladder of Intervention to support that young person, reduce the risk of exclusion and promote a positive outcome. A reduction in their timetable is not the automatic solution to such situations however it is recognised that a period of part-time timetable can be a valuable strategy in supporting a pupil and enabling them to achieve success and schools may therefore exceptionally consider a short period of part time attendance at school as part of a broader package of support for a pupil where:

- it can be evidenced that a short period of part-time timetable is in the interest of the pupil
- is developed with the full agreement of the parent
- it is incorporated into a PSP including a planned review and exit strategy
- it is for the shortest time possible and reviewed in line with the PSP procedures and the Ladder of Intervention

Schools should seek the advice of the Pupil Reintegration Team when considering introducing a period of part-time attendance for any pupil in these circumstances.
prt@lincolnshire.gov.uk

Further information can be found at

Lincolnshire ladder of behavioural intervention [Lincolnshire ladder of behavioural intervention – Professional resources](#)

[SEND Local Offer – Lincolnshire County Council](#)

7. Flexi Schooling Agreements

Flexi schooling is not a part-time timetable arrangement. A child can be educated at home and at school if it is at the request of the parent / carer and school agree to this arrangement. Schools are under no obligation to agree to such an arrangement, but some are happy to do so. Schools must enter all pupils on the admissions register from the first day that it has been agreed the child will start at the school; this will include a pupil who is flexi schooled. Where a school has agreed to a flexi-schooling arrangement, the time a child spends being educated at home should be recorded as absence (code C).

School must be satisfied that the child, through a combination of school and home learning, is receiving the equivalent of a full-time educational provision.

Arrangements for flexi-schooling can only be made at the request of a parent or carer with parental responsibility. This is not an arrangement which can be initiated by a school. The parents are responsible for providing the education for the sessions the child is not in

school. Schools should not be providing any additional schoolwork for the child to complete at home. Therefore, only providing work for the period of time the child is attending school.

Schools must inform the local authority of a child who is being flexi schooled. This agreement is monitored and reviewed by school. Please complete the notification survey, [Report a flexi schooling arrangement | School password – Lincolnshire County Council](#) If there is any uncertainty as to whether an arrangement does qualify as flexi-schooling, please email attendance@lincolnshire.gov.uk for clarification.

8. Safeguarding considerations

Sections 157 and 175 of the Education Act 2002 places a duty on local authorities and schools to exercise their functions with a view to safeguarding and promoting the welfare of children. Schools must have regard and consideration for the safeguarding issues and the impact this might have on a pupil when considering a part-time/part-time timetable.

Schools have safeguarding responsibility for all pupils on roll and therefore must be aware that even with parent/carer agreeing to any part-time/part-time timetable arrangements, school are still responsible for the safeguarding and welfare of all pupils on roll who are off-site during school hours. If evidence suggests that the pupil will be exposed to significant risk if not in school, then a part-time timetable should not be a considered option.

Schools must seek information on the whereabouts of a child during the time when they are not at school as part of the arrangements of the part-time timetable.

9. Good practice: essentials

Appendix 1 gives an example of the information that is needed to ensure the successful implementation of a part-time timetable.

Appendix 2 provides an example of the necessary consent form from parent. Appendix 3 provides a checklist for the Headteacher / Senior Staff member who is the overall supervisor of the part-time timetable arrangements.

The following are essential when considering placing a pupil on a part-time/part-time timetable.

1. The school must have a clear and evidenced rationale for considering a part-time/part-time timetable as an appropriate intervention aimed at supporting the needs of the pupil and have considered all reasonable adjustments. Lincolnshire County Council considers it good practice for a detailed Early Help Assessment to be in place to establish if there are wider needs and identify what support is required from external agencies. Alternatively, another plan may be used i.e. IHCP, EHCP, EBSA PSP etc. if appropriate.
2. The school must not pursue a part-time timetable without parental permission as this could be construed as unofficial exclusion, and the school could be regarded as preventing the pupil from accessing the curriculum.

3. The school must have signed parental consent, evidenced on the pupil file prior to the starting the period of part-time timetable. If the parent does not agree, the part-time timetable arrangements cannot be implemented. In these circumstances, the school will have to consider alternative interventions. (Appendix 2 Consent form)
4. The school must ensure that if the pupil is a child in care (CiC) or a child with special educational needs, a part-time timetable is only considered when all other interventions have been tried. For a child in care, it must never be implemented without the written agreement of the relevant Local Authority Virtual School.
5. If it is likely that the child also has special educational needs as well as a medical condition, then the school should include the pupil in the school's SEND process for a graduated approach to meeting need. The part-time timetable must not interfere with additional support given to the pupil due to their additional educational needs.
6. The school must ensure that a multi-agency review meeting is held before a part-time timetable is implemented for a pupil in Early Help or open to social care. If the pupil is on a Child Protection Plan, the pupil's social worker must have given written agreement.
7. The school must provide sufficient and appropriately differentiated work for any time the pupil is not attending school. Provided the pupil is medically fit, the combination of work completed at home and in school must constitute full-time education. The school should consider how work will be provided when the pupil is not in school. They should consider how it will be sent home, marked and how constructive feedback will be given. Also, consideration should be given as to how the pupil will be kept in mind and feel included in school life, e.g. how they will continue to have contact with the rest of their class and key staff.
8. **The school must ensure that the impact of a part-time timetable on travelling and transport arrangements or the pupil's access to free school meals does not discriminate against the pupil or impede their access to education.**
9. The school must complete a detailed action plan (Pastoral Support Plan, Individual Learning Plan, Personal Education Plan etc.), agreed with the parents and pupil demonstrating a clear path of planned reintegration from part-time to full-time provision over a maximum of 4 weeks. The school must ensure the pupil has active involvement in the process of planning, reviewing, and evaluating the planned intervention.

The plan for the part-time timetable should detail:

- the proposed timetable to get back to full-time (within 4-weeks)
- how the assessed risk and safeguarding measures will be managed.
- details of the review schedule
- the supportive interventions that will accompany this reduction in time at school.

- how the pupil will be able to participate in the universal offer during the re-integration.
 - outcome and exit strategies; how will all parties know that it is successful
 - the named person responsible for the plan within the school
 - the named senior staff member who oversees all part-time/part-time timetable agreements
 - whether personalised learning should be considered to meet need
10. The school can put in place a part-time timetable plan of no more than 4-weeks. If the pupil is still on a part-time timetable as the time limit approaches, a multi-professional review must be held to organise full-time education. A maximum of one further period of 4-weeks should only be agreed in exceptional circumstances and with parental agreement, and the plan revised to reflect why an extension was appropriate. When the part-time timetable is introduced because of behaviour, it will rarely be appropriate to repeat the intervention. Different interventions need to be used if the part-time timetable failed the first time round and, where appropriate, schools can be guided by the ladder of intervention.
11. The school must undertake a thorough risk assessment before implementation and consider safeguarding measures for the duration. There must be written agreement about who is responsible for keeping the pupil safe for the time they would normally be in school.

Risk assessments should follow the 5 steps:

- 1) identify possible hazards
- 2) decide who may be harmed and how
- 3) evaluate the risks and decide on precaution
- 4) record your findings and implement them
- 5) regularly review your assessment and update if necessary

The risk assessment should include the safety and wellbeing of the pupil as well as the risk of the pupil engaging in criminal activity or substance misuse whilst not in receipt of education during the school day.

12. The school must consider how parents/carers will be supported during the time when their child is not in school considering the pressures this may place on home life.
13. The school must gain consent from other services who are involved with the pupil/family e.g. Early Help, Social Care, SEND, Virtual School etc. If there is disagreement between professionals, then further discussions around the concerns raised must be had before a pupil starts the part-time/part-time timetable provision.

14. The school must record the time when a child is not in school as an authorised absence from school (Code C2) unless an alternative code applies e.g. Code I. Code B should not be used for any unsupervised educational activity or where a pupil is at home doing schoolwork.

The parent must agree the plan and the teaching hours. The school should retain a copy of the agreement signed by the parent. Without parental agreement a part-time/part-time timetable strategy cannot be implemented.

10. Reporting, monitoring, and review

The school must notify the local authority of a child that is on a part-time timetable. This is done through the Part-time timetable (RTT) survey, a link to which can be found on Lincolnshire County Council website⁷ [Pupil attendance, absence and alternative provision notifications – Part-time timetable \(RTT\) - Lincolnshire County Council](https://www.lincolnshire.gov.uk/school-attendance/pupil-attendance/4)

Please note, this does not constitute a referral, rather, it is a notification. If you would like advice when a child is being placed on a part-time timetable or would like to discuss individual cases, please email: attendance@lincolnshire.gov.uk

The school must notify the local authority as soon as the /part-time timetable becomes operational and must only enter a period of 4-weeks or less. In exceptional circumstances where the period needs to be extended, the school will need to enter a new period of 4-weeks onto the notification survey.

The local authority will monitor:

- a) any circumstances where a period of more than 4-weeks has been initially entered on the survey
- b) pupils who have a high number of 4-week periods of a part-time timetable either consecutively or cumulatively
- c) schools who have a high number of pupils on part-time/part-time timetables
- d) schools who have a low number or no pupils on part-time timetables
- e) that schools are making decisions to put a child on a part-time timetable jointly with the SEND officer, social worker or Virtual School as appropriate
- f) Pupils known to LCC Virtual School, LCC Social Care, and / or LCC SEND

Whilst the situations above may not necessarily give the local authority cause for concern, it will help it to identify children who are potentially not receiving the full-time education that they are entitled to and, if necessary, support schools to put this in place. At times, the local authority may ask the school for documentation that will support their notification of a part-time timetable i.e. the child's plan. Appendix 4 outlines some of the concerns that the local authority may have in relation to the implementation of a part-time timetable.

⁷ Part-time timetable Survey <https://www.lincolnshire.gov.uk/school-attendance/pupil-attendance/4>

All online notifications of children on part-time timetables are closed at the end of the academic year. Schools must review the requirements of a part-time timetable with all necessary parties and re-enter on to the survey as required, at the start of each new academic year.

Appendix 1

Checklist for Reducing Educational Provision

It is expected practice for the Headteacher or Senior School Attendance Champion / Lead to oversee the completion of this checklist to show evidence that the necessary decisions have been made to ensure the pupil is safe.

Name of pupil			
Date of Birth		Year Group	
School			

Decision/Action	Completed
The arrangement is in the best interests of the pupil and attracts the understanding, approval, and written agreement of parents/carers and in the case of a Child in Care or child subject to a CIN or CP Plan, the allocated social worker.	
A risk assessment has been completed, and any risks are managed.	
The arrangements comply with the health and safety needs of the pupil, i.e. the school is satisfied that suitable arrangements are in place to meet the pupil's care needs when not at school.	
The reduced educational provision is time limited with reviews set.	

If pupil has an EHCP, the relevant SEND caseworker has been informed.	
If the pupil has health and or medical needs appropriate health practitioners have been informed to ensure medical needs are being met.	

Signature of Head teacher	Date

Appendix 2

Monitoring tool - A Matrix of Concern

Green	Amber	Red
The school have used the Best Practice Guidelines The pupil is planned to be on a part-time timetable for no more than 4-weeks Pupil is engaging well with the part-time/part-time timetable and positive progress is being made	The school have extended the part-time timetable beyond 8-weeks.	The school have used a part-time timetable inappropriately based on the evidence obtained. There is concern from the information presented as to why this action has been taken and there is no effective 'exit strategy' or long-term plan The pupil is not engaging in the part-time timetable and no progress is being made.
INDICATORS		
Satisfied that appropriate agreement from parent / carer and any other relevant agency is in place	There is little evidence of progress There has been no increase in the time	part-time timetable agreement is having a detrimental effect on the child

• Social Care for CiC, CIN, or CP case • SEND officer where pupil has an EHC Plan Action plan for increasing time Time limited LA has been informed Social care aware when child in care Risk assessment completed	Parental dissatisfaction or concerns expressed by another agency	The child is known to be at significantly at risk from harm - CSE - Radicalisation - Other abusive situations - The child is in care, subject to a CP or CIN plan The pupil has not been attending regularly for some time
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Appendix 3

Medical Needs in Lincolnshire

What does everyone have to do to support medical needs?

Section 100 of Children and Families Act 2014 places duty on schools to "make arrangements" for supporting all pupils with "medical conditions" in terms of both physical and mental health. Includes welfare checks, providing education, monitoring progress, considering unmet need.

LA must arrange suitable education at school or elsewhere for pupils who are out of school because of illness, if they would not receive suitable education without such arrangements. The provision generally should be full-time unless it is not in a child's interests ([Education Act 1996 Section 19](#)).

Caselaw established that LA have duty to provide alternative education if there is no suitable education available to the child which is "reasonably practicable" for the child to access. The "acid test" is whether educational provision offered is "available and accessible to the child"⁸.

[Mental health issues affecting a pupil's attendance](#) sets out how school staff and family should work together so barriers to attending school are mitigated by creating plans to implement reasonable adjustments to alleviate barriers. Where likely to miss more than 15 days, schools should work with family to provide education whilst Local Authority is able to determine whether alternative provision should be provided under Section 19.

⁸ (R (on the application of DS) v Wolverhampton City Council 2017).

Parents/carers have a duty to ensure that their child receives efficient full-time education, and so share in responsibility of ensuring good and regular attendance [Education Act 1996 Section 7](#)

[Supporting pupils at school with medical conditions](#) details use of Healthcare Plans in schools to enable schools to effectively support pupils with medical conditions, for both physical and mental health. Provides clarity about what needs to be done, when and by whom.

Support when school's reasonable adjustments aren't enough?

Lincolnshire's Medical Support Panel (MSP) is a multi-agency panel that considers needs of pupils to arrive at decision about how 'suitable education' might be provided, in accordance with the LA's Section 19 duty. Where despite school putting reasonable adjustments in place there is still a medical barrier to attending, school can refer to MSP for Local Authority to consider how reasonably accessible education can be put in place.

As per Lincolnshire's [Medical Needs Policy](#), MSP requires clear medical evidence that demonstrates pupil is unable to access suitable education at their school. Also considers cases as part of [EBSA Pathway](#) where barrier is based on emotional school avoidance.

MSP outcomes advise what further steps and support school should be robustly implementing to ensure continued access to suitable education. One step may be access to short-term period of intervention at Pilgrim Hospital School, a dual placement, focussed on working with pupil's school to support their timely transition back to their school. A placement at Pilgrim School is not an end destination.

Referral to MSP is not appropriate simply because pupil is not able to engage with their mainstream school. Basis for all referrals, including those with EHC plan, is that pupil is unable to access their current setting, not because current setting cannot provide for the pupil's needs.

Appendix 4

Part-time Timetable Consent Form

Pupil Name:

Date:

School:

Start date of part-time timetable:

Level of SEND (if any):

CiC/ CP/ CIN/ TAC

Reason for part-time timetable (refer to LCC guidance):

Part-time Timetable Plan:

Week No.	Dates	Times/ Hours
1		
2		
3		
4		

Review date/s of part-time timetable:

End date of part-time timetable:

Parent/carers

I understand my child has been placed on a parttime timetable for a limited period of

time. I have discussed the matter fully with the school and agree, during the period of the part-time timetable to:

- take full responsibility for my child during the hours when not attending school
- ensure there is supervision of schoolwork during those hours
- ensure there is a flow of work between school and home for marking and guidance
- take full responsibility for the health and safety on my child when they are not in school

Parent/carer signature: Date:

School

During the period of the parttime timetable the school will:

- monitor the effectiveness of the parttime timetable
- hold a review on the agreed date
- provide work for the pupil to do whilst at home and mark all work completed
- liaise with other involved agencies such as SEND etc.

Headteacher signature: Date:

Other signatures (if required): e.g. Social Worker, SEND Case Worker, Virtual School

Name/ Role:Date:

Name/ Role:Date:

Name/ Role: Date:

Appendix 5

Part-time timetable plan (INSERT NAME OF SCHOOL OR ACADEMY)

Plan for Pupil with a Parttime Timetable

Name of Pupil:

D.O.B:

Date of first PSP:

Level of SEND (if any):

CiC/ CP/ CIN/ TAC

Reason for Parttime Timetable:

Support Already in place:

-
-
-
-

-
-

Agencies Involved

-
-
-
-
-
-

Support for Curriculum Whilst at Home

-
-
-
-
-

Reintegration Timetable

Week Beginning	Part time Timetable Timings	Emotional Literacy/Progression framework targets	Feedback
Week 1: Dates		• • • •	
Week 2: Dates		• • • •	
Week 3: Dates		• • • •	
Week 4: Dates		• • • •	

Review of the Plan

The plan will be reviewed weekly and discussed with _____. The plan can be changed each week according to any difficulties/ successes encountered.

Appendix 6

Part-time timetable plan – EXAMPLE

HAPPY VALLEY PRIMARY SCHOOL

Plan for Pupil with a Part-time Timetable

Name of pupil: ***** D.O.B: 01/01/1001 Date of first PSP: 18/06/2026

Level of SEND (if any): EHCP (Sig funding) CiC/ CP/ CIN/ TAC

Reason for Part-time Timetable:

We have seen a deterioration in *****'s ability to manage his behaviour and self-regulate his emotions. This has resulted in numerous physical and verbal attacks on other children and the adults working in school. As a result ***** has adult support at playtimes, lunchtimes and during lessons. Unfortunately, this support has little effect as once *****'s anger or anxiety begins to escalate he quickly reaches crisis, putting himself and others at risk. Incidents recorded include absconding from school, verbal and physical attacks on children, verbal abuse aimed towards staff and damaging school equipment.

It is hoped that by using the parttime timetable specific support can be put in place to enable ***** to better understand his emotions/ regulation and also to make the time in school as positive as possible to rebuild relationships.

Support Already in place:

- Daily support from the Behaviour Lead to work on self-awareness, empathy and self-regulation. (including de-escalation strategies)
- Daily place at breakfast club to ensure a positive start to the day.
- Support from Behaviour Lead for times of escalation (needs basis)
- Playtime support from Mr Green to support positive interactions, behaviour and keeping ***** and his peers safe on the playground.
- Lunchtime support from Mrs Red to support positive interactions, behaviour and keeping ***** and his peers safe on the playground.
- Support in the classroom – use of 'First. Then' board to break activities into smaller chunks and integrate incentives into work activities, use of visual timetable and pre-warning of any changes.
- Quiet area outside the classroom to help ***** focus on his work and for a safe space for recovery if needed.
- Weekly Play Therapy sessions with Mrs Blue.
- Support from the ELSA, at least 1 hour per day.

Agencies Involved

- Education Psychology
- Community Paediatrics
- The Working Together Team
- Young Addaction
- Youth Offending Team
- Specialist Teacher
- Speech and Language Therapy
- Ophthalmology

Support for Curriculum Whilst at Home

- Work to be set by the class teacher each day for ***** to take home.
- ***** to bring work back at the start of the next day to discuss with Mr Green. Any issues to be passed on to the class teacher.
- Additional work through TT Rockstars and Lexia Reading

Example Re-Integration Timetable:

Week Beginning	Part-time time table	Emotional Literacy/Progression frame work targets	Feedback

Week 1: 19/11/2025	08:00- 12:30	Targets: - Start to create a trusted team of adults and children around *****. - Explore and discuss targets to work towards. - Explore strengths and weaknesses. - Start to develop *****s understanding of his own escalation, crisis and recovery phase.	
Week 2: 26/11/2025	08:00- 1:30	Social Interaction: - Explore what a positive relationship looks like. - How we can build and sustain healthy, safe and equal relationships with peers and the adults in school. - Create social rules to keep everyone safe and to structure the interaction with others into a safe and healthy experience. - In small groups practice sharing, turn taking and listening skills with peers and adults.	
Week 3: 3/12/2025	08:00- 1:30	Self-Awareness: - Explore feeling fans and discuss common and unfamiliar emotions. - Identify what makes ***** feel sad, happy, angry, worried and anxious and start to develop safe strategies which give ***** the opportunity to communicate these emotions in a safe way. - Model and support ***** to appropriately use a feelings fan to express his emotions. - Start to explore how our behaviours and emotions impact on those around us.	
Week 4: 10/12/2025	08:00- 2:15	Self-Regulation: - Explore calming down strategies which ***** can use independently. - Create a list of trusted adults and peers who can support ***** in his recovery when in a safe space. - Introduce a now and then strategy to reduce anxiety around difficult tasks.	

		• Introduce a feeling thermometer to aid ***** in communicating when he is escalating into crisis.	
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Review of the Plan

The plan will be reviewed weekly and discussed with ***** and his parent. The plan can be changed each week according to any difficulties/ successes encountered.

Remember: consider how you link in with school and agencies to provide crucial partnership working and multiagency support for a child or young person with medical needs that are preventing attendance. How do you provide that crucial support and supportive challenge to schools to robustly implement reasonably accessible education and remove barriers?

¹ (R (on the application of DS) v Wolverhampton City Council 2017).