Plan for Reduced Hours Provision

Plan for Child A 13.03.2024

**Context**

Child is in Year 4 at Hampshire Primary School.

He has a history of poor attendance. His attendance from 1.09.2023 – 9.02.2024 was 32.3%. Time in school was not consistent and he was often very late into school.

Since February half term, there has been a marked improvement in his attendance. For the period 19.02.2024 – 15.03.2024, Child’s attendance was 77.5% (overall = 40.1%)

As Child has been readjusting to attending school regularly and the increased cognitive load this presents, as well as following school routines, school has seen an escalation in challenging behaviours in the afternoon. Due to this, Child is at risk of school suspension, a break down in relationships with adults and his peers in school, and a reduction in engagement in school. This could put at risk the recent pattern of improved school attendance.

Miss parent reports that Child’s sleep patterns, and the time and duration that he sleeps are very inconsistent. He regularly does not sleep at all, or will not fall asleep until the morning and/or will only sleep for a few hours.

Child is visibly tired on occasions in school. This impacts both his physical and mental health. In the mornings, he is able to engage in learning in a small group with support. Often by the afternoon, he is tired and tearful. He finds it hard to engage in learning, even with extensive support. His behaviour then becomes more challenging and he can become unsafe to himself or others. He is not able to participate in meaningful learning experiences.

School have discussed the situation with Miss parent and have agreed that a short term reduced hours provision will be used to support Child to reintegrate back into full time education.

Teacher will be the named person representing the school when discussing and reviewing Child’s timetable.

**Proposed Timetable**

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| Stage | Timetable | Rationale |
| Stage 1 | M-F  8.50 – 1.30 pm | * Child will continue to attend core subject teaching in the mornings. He will work in a small group with a teacher and 2 x LSAs * He will establish school morning routines |
| Stage 2 | M-F  8.50 – 2.00pm | * Increase so Child participates in a complete afternoon lesson. |
| Stage 3 | M 8.50 – 2.45  T 8.50 – 2.00  W 8.50 – 2.45  Th 8.50 – 2.00  F 8.50 – 2.45 | * Increase so Child participates in both afternoon lessons on 3 days of the week. * Will be collected before the busy end of the school day which can be overwhelming for Child. |
| Stage 4 | M 8.50 – 2.45  T 8.50 – 2.45  W 8.50 – 2.45  Th 8.50 – 2.45  F 8.50 – 2.45 | * Increase so Child participates in both afternoon lessons on 5 days of the week. * Will be collected before the busy end of the school day which can be overwhelming for Child. |
| Stage 5 | M 8.50 – 3.00  T 8.50 – 3.00  W 8.50 – 3.00  Th 8.50 – 3.00  F 8.50 – 3.00 | * Child will attend school until the end of the school day. * Collected 10 minutes early so he can have a calm transition between school and home. |

**Review Meetings**

(Teacher & parent to confirm availability)

1. Friday 22nd March at 1.15pm
2. Friday 19th April at 1.15 pm
3. Thursday 2nd May at 1.15pm

At the 3rd review, school and parent will whether the RHP should continue as this is the end of the 6-week recommended period. Decisions with this can also occur at any other period within this time.

**Benchmark criteria to move to the next stage**

On 4 out of 5 days Child will:

* Not be distressed and dysregulated after lunchtime
* Will follow instructions to keep himself and others safe after lunch
* Will be able to engage in meaningful tasks with support in the afternoon.

**SCARAB Requirements**

|  |  |
| --- | --- |
|  | Considerations |
| Safeguarding | * Child will be seen in school every day so school can maintain safeguarding checks * Child will be attending school more regularly so safeguarding opportunities will improve |
| Consultation | * Discussed with parent on 13.03.2024 * Action – share with newly appointed Family Support worker |
| Agreement | * Parent is in agreement of the plan and have completed consent form |
| Review | * Plan to be reviewed at least every 2 weeks * Plan will be reviewed earlier;   + at the request of the school or parent   + if Child has met milestones to move to the next step |
| As part of a support plan | * PLP in place * Anonymous PBS consult. Outcome- will review when attendance has improved and is consistent. School to follow up and update. * EBSA criteria looked at – does not present with an EBSA profile * Now open to Early Help * Parent is exploring sleep issues with medical professionals * Parent is working to help Child’s sleep patterns * Early Help process to further explore how to support Child’s sleep. * Visual timetable in school * School will continue to explore further strategies to support Child in school. |
| Best Interest | Parent and the school feel that this plan is in Child’s best interest and to support long term engagement in education. |

**Review Meeting Notes and outcomes**

**Review 1 - 22nd March 2024**

* Attended by teacher and parent
* Mum does not feel EBSA
* Sleep is up and down. Gets into a routine and then everything goes back to square one
* Behaviour continues to be challenging at school and have
* Has been incidents in school where Child is threatening to fight with other children
* Behaviour after lunch is particularly challenging – is very heightened and has run into class and shouted and screamed at others, or gone in and hit them over the head.

Outcome: Both parties agreed to continue with the reduced hours plan at Phase 1

**Review 2 - 19th April 2024**

Attended by teacher and parent

* Playground rota in place to split Child up from some other children
* Have been a number of online incidents between Child and other children in his class which has then resulted in conflict in school
* Child is not able to let things go and wants to ‘seek revenge’
* Is trying to portray himself as tough and not caring what others think
* Behaviour at home and in the community is challenging
* Is doing better in lessons in the morning – consistency is better
* Attendance is improving but still absences and lates
* Child is sometimes sleeping in school, but we wake him up after about 20 minutes or before the next lesson so this does not impact his sleep at home too much.

Outcome: Both parties agreed to continue with the reduced hours plan at Phase 1

**Review 3 – 2nd May 2024**

Rearranged to take place over the phone as mum unable to attend in person.

* Starting to see some improvements in school, particularly with Child’s learning – consistency in English and maths is much better. Child is engaging more as he is able to see progress and is able to understand what is happening
* Child is having 1:1 support after lunch to help him transition. He is anxious after lunch and is constantly clock watching and asks when his mum is coming. There have been some improvements in his behaviour after lunch and he is engaging in activities with the adult he is working with more frequently
* Continues to be incidents online which impact relationships with his peers in school
* Behaviour at school is starting to improve overall. Threats of physically hurting other children remains a concern and he remains at risk of being suspended.
* Behaviour at home continues to be very challenging. Has stolen crisps from the local shop and told his mum to pay for them as he has walked out. Mum is very anxious about taking him out anywhere as he does not listen to her.

Outcome: Both parties agreed to continue with the reduced hours plan at Phase 1, however anticipate moving to Phase 2 at the next meeting if trajectory of improvement continues.

**Review 4 – 10th June 2024**

Attended by teacher and parent

* Child is more settled after lunchtimes than he was previously
* Currently having 1:1 and settling/ sensory/ mindful activities
* Has started going to stay with his nan’s on a Friday night
* Has had a few play dates with other children recently
* Mum is working on consistent boundaries with Child.
* Was in every day last week.
* Has been on time for the last 2 Mondays.
* Agreed that will increase his time in school on Mondays, Wednesdays and Fridays. This is when he has subjects that he is more interested in, and also there is more support available.

Outcome:

From Wednesday 12th June

Monday 8.50 – 2pm = 4 hours, 10minutes (excluding breaks)

Tuesday 8.50 – 1.30pm = 3 hours, 40 minutes (excluding breaks)

Wednesday 8.50 – 2pm = 4 hours, 10minutes (excluding breaks)

Thursday 8.50 – 1.30pm = 3 hours, 40 minutes (excluding breaks)

Friday 8.50 – 2pm = 4 hours, 10minutes (excluding breaks)

Total – 19 hours, 50 minutes.

New Review Dates:

* Monday 24th June at 1.30pm
* Wednesday 10th July at 1.30pm
* Monday 22nd July at 1.30pm

**Review 5 – 24th June**

parent did not attend

**Review 6 – 10th July**

parent did not attend