

# **Children and young people not in receipt of full-time education provision**

## **Guidance for schools on the use of reduced hours provision**

Updated January 2025

## Table of Contents

What has changed in this edition? .....	3
Introduction.....	4
RHP school guidance and legislative context .....	4
LA Legal responsibilities .....	9
Full-time education .....	10
When might Reduced Hours Provision be used?.....	11
Register coding.....	13
Recommended good practice: Checklist.....	16
Reduced hours provision flowchart.....	18
Case Studies .....	19
Monitoring and reviewing.....	21
Helpful contacts .....	23
Further advice and support for children and young people needing intervention support .....	23
How do I complete the online HCC Inform of Reduced Hours Provision forms? .....	24
Frequently asked questions.....	25
Exemplar Reduced Hours Provision Risk Assessment .....	28
Exemplar School and Parent/Carer/Social Worker for a CiC Consent Form ..	32
Reduced hours provision – Guidance for Parent/Carer/Social Worker for a CiC .....	33
Exemplar Plan for Reduced Hours Provision .....	36
Completed Example of Exemplar Plan for Reduced Hours Provision .....	39
Guidance for Headteachers on part-time attendance in Year R.....	44

## **What has changed in this edition?**

The following is a list of updates:

- Adds new link for schools inform the Inclusion Support Service (ISS) that a child has started/updated/ended Reduced Hours Provision (RHP)
- Updates to flowchart, how to guides, FAQ and checklists
- Adds an exemplar plan for Reduced Hours Provision and a completed example
- Adds a linked Table of Contents

## Introduction

Hampshire County Council (HCC) is fully committed to the duty and imperative to champion vulnerable learners and to ensure that all children and young people access a full-time education suitable to their needs. HCC believes that reduced hours provision (RHP) should only be put in place in the best interests of the child. It must be in agreement from the parent/carer or, for Children in Care, the social worker, as the authority holds all or part of the parental responsibility. It must be in consultation with any other relevant agencies working with the child or young person. It should be a short-term intervention within a wider programme of support, with a clear and agreed timeframe for review. Consideration must always be given to the welfare and safety of the child or young person. It is acknowledged that RHP can have a positive impact on a child or young person's needs, lived experience and successful engagement with education, in some circumstances. RHP is viewed as one intervention of many possible interventions and others should be attempted first; however, it is accepted that there are occasions when RHP is the most effective approach for a child or young person at that time.

Schools have a statutory duty to provide a full-time and suitable education.

It is important to highlight that there is no statutory basis upon which to establish RHP; however, in exceptional circumstances, schools may need to implement this provision in order to support a child or young person who cannot attend school full-time for a short, agreed period. In these situations, RHP can be a successful strategy for the child or young person. It should **not** be used as a solution to unproductive behaviour.

## RHP school guidance and legislative context

HCC remains committed to children and young people's rights to a full-time education and makes clear that RHP must follow the following requirements (SCARAB):

- **SAFEGUARDING** – must have regard to the welfare, protection and safety of the child or young person, including a risk assessment.
- **CONSULTATION** – must have consultation with any relevant agencies working with the child or young children, including, but not limited to, the Virtual School, the Special Educational Needs and Disabilities (SEND) team for children and young people with SEND, and Children's Services (Social Care).
- **AGREEMENT** – must be sought only in negotiation with parents/carers or, for Children in Care, the social worker, as the authority holds all or part of the parental responsibility and with their written agreement.
- **REVIEW** – must have a clear and agreed timeframe for review.
- **AS PART OF A SUPPORT PLAN** – must be part of a wider education plan, to support in the short-term their successful access to full-time education.
- **BEST INTERESTS** – must be in the best interests of the child or young person.

## SAFEGUARDING

*‘Keeping children safe in education’, DfE, May 2024, identifies schools as ‘an important part of the wider safeguarding system for children’ and recognises that ‘school and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children’s welfare and prevent concerns from escalating.’*

Clearly, when a child or young person is not in school, their vulnerability is increased. When deciding whether RHP is appropriate, consideration must always be given to the welfare and safety of the child or young person. This must be part of the risk assessment process. Particular consideration should be given to the increased risk to the child or young person of harm, including exploitation, substance misuse, self-harming, radicalisation, and other potential abuse or criminal activity when not engaged in education attendance.

Schools have a safeguarding responsibility for all children or young people on their roll and therefore must be aware that even with parental agreement to any arrangement they make, they are responsible for the safeguarding and welfare of all children or young people on roll who are off-site during school hours. If evidence suggests that the child or young person will be exposed to significant risk if not in school, RHP should **not** be a considered option.

Completing a risk assessment which addresses any actual or potential safeguarding, welfare, offending or harmful behaviour concerns that may result from a change of school attendance is strongly **recommended practice by HCC for all children and young people when RHP is considered**. It is recommended that a visit to the child or young person’s home is made to inform this risk assessment. **It is essential for those identified in the box below.**

There are some groups of children and young people for whom a risk assessment **must** be carried out. These include:

- children or young people who are subject to a Child in Need Plan (CiN)
- children or young people who are subject to a Child Protection Plan (CP)
- children or young people who are in care (CiC)
- children or young people who have special educational needs at the level of either SEN Support or Education Health Care Plan (EHCP)
- children or young people with other known Children’s Services (Social Care) involvement, for example Youth Offending Team, or medical needs including mental health, involvement of CAMHS, or involvement from partner agencies in respect of safeguarding.

An *Exemplar RHP Risk Assessment* is contained in Appendix 1, on page 28. This is **not** prescriptive – schools may want to adapt or use their own school-based risk assessment to meet the needs of their own school community.

## CONSULTATION

*‘Keeping children safe in education’, DfE, May 2024, states that, ‘No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.’*

All professionals working with the child or young person should be consulted when RHP is being considered. There should be engagement with all professionals during the development and implementation of RHP, ensuring that the best interests of the child or young person is always at the forefront of any considerations.

Consultation is essential as professionals may have further context on the needs and circumstances of the child and their family that a school may not be aware of before implementing RHP.

- **Children or young people with an EHCP:** the school must consult with the relevant Hampshire SEN department **before** the implementation of RHP to ensure that the provision set out in the plan can be delivered.

The DfE’s, *‘Working together to improve school attendance’, August 2024*, guidance, states that, *‘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.’*

- **Children in Care:** the school must consult with the Virtual School Headteacher or relevant Education Officer for the Virtual School and the Social Worker **before** the implementation of RHP. Children in Care are among some of our most vulnerable children and young people, and therefore RHP should only be implemented in very limited circumstances when all other interventions have been tried. It is also advisable that the child or young person’s Personal Education Plan (PEP) is reviewed accordingly.
- **Children or young people with known Children’s Services (Social Care) involvement:** the school must consult with the relevant agencies **before** the implementation of the RHP. The social worker must be alerted to the consideration of RHP, having the opportunity to be part of the decision-making process with school and parents/carers.

The DfE’s, *‘Working together to improve school attendance’, August 2024*, guidance, states that, *‘Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.’*

- **Children or young people with known medical (including mental health) professionals’ involvement:** advice can be sought, where relevant, as to the suitability of RHP provision.

## AGREEMENT

RHP must have the agreement and written consent of parents/carers or, for Children in Care, the social worker, as the authority holds all or part of the parental responsibility. RHP implemented without parental agreement could be construed and challenged as an unofficial exclusion of a child or young person. The **DfE ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’, August 2024**, guidance, states that, *‘An informal or unofficial exclusion, such as sending a pupil home ‘to cool off’, is unlawful when it does not follow the formal school exclusion process and regardless of whether it occurs with the agreement of parents.’*

A written agreement between school, parents and relevant professionals or agencies, ensures that all parties are working together to meet the child or young person’s needs and that all parties are aware of and agree to the timings and expectations of the timetable.

To this end, there is a useful *Guidance for Parents/Carers/Social Worker for a CiC* regarding RHP in Appendix 3 on page 33.

An *Exemplar School and Parent/Carer/Social Worker for a CiC Consent Form* is contained in Appendix 2 on page 32. This is **not** prescriptive – schools may want to adapt or use their own school-based consent form to meet the needs of their own school community.

If a parent/carers or social worker for a CiC refuses to agree to RHP for the child or young person, a full-time timetable consistent with their peers should remain in place. Other interventions should be considered instead, and any professionals involved with the child or young person should be consulted.

## REVIEW

The **DfE’s, ‘Working together to improve school attendance’, August 2024**, guidance, states that, *‘A part-time timetable should: have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary,’* and, *‘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.’*

The school could be regarded as preventing a child or young person from accessing a full-time education if the school does not review the RHP.

All RHP must have set dates for review. The first review should happen before a 6-week timeframe. School, parents and the child or young person may need to review the RHP more frequently, as, and when appropriate, according to the child or young person’s educational, social, emotional and health needs. More frequent reviews may be needed depending on the circumstances under which RHP is implemented.

A review meeting will be an opportunity to discuss support and whether all the objectives of the RHP are being met, and to agree on any on-going support necessary for the child or young person to incrementally return to full-time provision consistent with their peers.

All parties at the review may decide to continue the RHP if it continues to be in the best interest of the child or young person. Parties will need to consider whether the SCARAB requirements continue to be met.

There should be an audit trail to reflect that regular reviews of the RHP have taken place. This will enable schools to evidence, under external scrutiny, the context for why it was in the best interest of the child or young person to receive RHP.

## **AS PART OF A SUPPORT PLAN**

The DfE's, '**Working together to improve school attendance**', August 2024, guidance, states that, '*A part-time timetable should: have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.*'

RHP must be a part of a wider support plan, as a response to an assessment of need, to support in the short-term, a child or young person's successful access to full-time education. There must be a clear and evidenced rationale for considering RHP as an appropriate intervention aimed at supporting the needs of the child or young person.

RHP without a supporting, overarching support plan, such as a Personal Education Plan, an Individual Behaviour Management Plan, Pastoral Support Plan or Individual Health Care Plan, will not address the root causes of the problem.

The support plan must detail:

- the aims of implementing RHP; how will the success of the timetable be measured?
- the proposed timetable to return to full-time as soon as possible, building on provision week-by-week optimistically and incrementally up to a maximum of 6 weeks in any single plan where it should be reviewed.
- the supportive interventions that will accompany this reduction in time at school (and the full involvement of the child or young person and family in the planning of the PSP); a multi-agency approach may be employed here.
- the named person responsible for the plan within the school.
- the consideration of safeguarding measures for the duration of the RHP through an accompanying risk assessment.

RHP is viewed as one intervention of many possible interventions within a support plan and others should be explored first; however, it is accepted that there are occasions when RHP is the most effective approach for a child or young person at that time.



An *Exemplar plan for Reduced Hours Provision* and a completed example is contained in Appendix 5 and 6, on pages 36 and 39. This is **not** prescriptive or a **wider** support plan – schools may want to adapt or use their own school-based **wider** support plan to meet the needs of their own school community.

## BEST INTERESTS

All requirements or considerations of RHP should always be considered whether it is in the best interests of the child or young person.

*‘Keeping children safe in education’, DfE, May 2024*, guidance states that, *‘all practitioners should make sure their approach is child centred... that they should consider, at all times, what is in the best interests of the child.’*

The DfE’s, *‘Working together to improve school attendance’, August 2024*, guidance, also clearly states that, *‘All pupils of compulsory school age are entitled to a full-time education... 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.’*

RHP should only be put in place in the best interests of the child or young person to support, in the short-term, their successful access to full-time education. When considering the child’s best interests, it must be borne in mind that RHP will inevitably mean a loss of education, leading to potential gaps in learning.

## LA Legal responsibilities

HCC has a statutory responsibility to identify and track any pupil missing education or *‘not accessing full-time education in the usual way’*. Ofsted requires local authorities to keep a central database of information regarding these pupils for both safeguarding and education purposes; this forms a key part of the *‘Integrated Looked After Children and Safeguarding Inspections’*. The information required includes the type and hours of any provision **less** than 25 hours per week. The above requirements are clearly noted in **Ofsted’s ‘Pupils missing out on education’, November 2013**. This useful and practical document describes how important it is that both schools (of all types within the state-funded sector) and local authorities monitor and track all pupils who access alternative provision. The report defines **Pupils Missing out on Education (PMOOE)** as: *‘pupils of compulsory school age who are not accessing full-time education (either in school or in alternative provision)’*.

Ofsted says that all schools including academies and free schools *‘should inform the local authority of any part-time education arrangements, regardless of the type of school’* and that this information should be given to governors so that they *‘can challenge the amount of provision being made and evaluate its effectiveness’*.

As the document states, ‘*Everybody must take greater responsibility for knowing where (pupils) are*’.

Any child or young person who is not in receipt of full-time education is deemed to be at risk of missing education, and at heightened risk of vulnerability from a safeguarding perspective, and therefore needs to be identified and tracked by schools and local authorities alike.

At all times, the safeguarding of the child or young person should be a central focus of any RHP. Schools are expected to report the use of RHP to HCC, to ensure adequate oversight and to enable the Council to fulfil its statutory safeguarding responsibilities.

The ‘***Inspecting local authority children’s services***’, April 2023, guidance from **Ofsted**, vigorously states the Local Authority’s (LA) duty to report on school-age children and young people who are not in receipt of full-time education.

## Full-time education

A timetable is considered reduced when a child or young person receives less than full-time provision compared to their peers in that setting. Education should be suitable to the age and needs of the child or young person.

HCC classifies full-time provision as 25 hours, not including registration, playtimes and lunchtimes.

For example:

A school’s Year 7 cohort receive an equivalent of 25 hours of full-time provision.

- Child A is receiving 12 hours of school and 4 hours of home tuition = child is receiving less provision than their peers and an *Inform of Reduced Hours Provision Start* form needs completing
- Child B is receiving 18 hours of school, 2 hours of home tuition and 5 hours of work experience = child is receiving the same equivalent 25 hours of full-time provision as their peers and therefore **no form** is needed

RHP not only refers to school provision but also to off-site provision, such as home tuition, work experience or alternative provision, where the provision is less than full-time compared to their peers.

## When might Reduced Hours Provision be used?

- **Part of an in-school support package or plan**

School, parent/carer and other professionals agree that a short-term (usually no longer than 6 weeks) reduced hours timetable would support a child or young person who has become disaffected to re-engage with learning. This would be a closely monitored intervention to address, for example, social, emotional and mental health needs.

This intervention would be used when other interventions have previously been tried and reviewed. **It would be part of a wider formal education support plan**, for example, a Pastoral or Behaviour Support Plan. It should **not** be used as a solution to behavioural problems or as a sanction.

- **Medical and/or mental health reasons**

RHP may be suitable for a child or young person who has a serious medical or mental health condition where recovery is the priority outcome. These arrangements would be part of a 'medical or care plan' agreed between the school and health professionals. Please see the **DfE's 'Ensuring a good education for children who cannot attend school because of health needs', January 2013**, and **'Summary of responsibilities where a mental health issue is affecting attendance,' February 2023**, guidance, which states that, *'A medical condition might include a mental health condition, however schools should keep in mind the nature of the challenge, and whether it can instead be managed by implementing reasonable adjustments to support attendance,'* before offering RHP.

See also the LA's guidance:

**'Emotionally based school avoidance- HCC good practice guidance for schools and other support agencies', January 2021**

[www.hants.gov.uk/educationandlearning/educationalpsychology/documents](http://www.hants.gov.uk/educationandlearning/educationalpsychology/documents)

**'Policy for access to education for school age children and young people with medical needs', July 2022**

<https://hants.sharepoint.com/sites/InformationHubforEducationalSettings/SiteAssets/SitePages/Exclusions/HCC-Medical-Policy-July-2022.pdf?web=1>

The aim, however, remains the same: namely that the school should aspire for the child or young person to be back in full-time education as appropriate. All appropriate reviews of provision would be conducted by the school during this period of reduced hours.

In all medical cases, parents/carers are required to supply appropriate medical evidence to the school.

- **Reintegration**

RHP can be used as part of a planned reintegration to school following an extended period out of school, e.g.: following exclusion, non-attendance, health needs or school refusal. Please see the **DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*', August 2024**, guidance, paragraphs 27 to 31, for advice around planned reintegration following exclusion. This must be reviewed regularly with the expectation that the child or young person returns to full-time education as soon as possible. The RHP would again be part of a wider formal education support plan, for example, a Pastoral or Behaviour Support Plan.

- **Year R children**

Please submit an *Inform of Reduced Hours Provision Start* form from the [Inclusion Support Service School Forms \(Mendix\)](#) platform for Year R children who do **not** receive full-time education consistent with their peers. This will not apply to the 'staggered' integration of a Year R cohort but applies to Year R children who are receiving less provision than their peers. RHP in this situation is often a parental request. Children may have RHP until later in the school year, but not beyond the point at which they reach compulsory school age. For further guidance, please refer to the document *Guidance for Headteachers on part-time attendance in Year R* contained in Appendix 6 on page 44.

## Register coding

The DfE's '*Working together to improve school attendance*', August 2024, Chapter 8, details the contents of the attendance register and codes.

The DfE have provided a webinar which provides an overview of recording attendance and absence in the register using the appropriate codes:

[School Attendance Register: Attendance and Absence Codes \(youtube.com\)](https://www.youtube.com/watch?v=...)

Record the child or young person's attendance accurately on the attendance register by using the following codes:

- **/ \ Code Present at the school / = morning session \ = afternoon session** – to be used when a child or young person is present during registration. A child or young person must not be recorded as present if they are **not in school during registration**.

If a child or young person were to leave the school premises after registration, they will still be counted as attending for statistical purposes.

For example:

A child or young person attends school on a RHP of 8:30am-10am during the morning session.

As the child or young person is present during the morning registration, the school must use the / present code to show that the child or young person is present during that registration period as per the agreed RHP.

If the child or young person left school premises at 10am, as agreed, the morning registration session will continue to be recorded as present, as the child or young person was present during registration. The school would record the child or young person's non-attendance from 10am using their internal record, for the benefits of safeguarding and fire safety.

- **C2 Code** – The DfE have created a new attendance code for leave of absence for a child or young person subject to RHP.

This code is to be used when a child or young person has RHP that includes sessions which have been mutually agreed not to involve attendance at school or an alternative provision. The school must be satisfied that appropriate arrangements are in place for the care and welfare of the child or young person during the time when they would otherwise be at school.

For example:

A child or young person attends school on a RHP of 10am-12pm during the morning session.

As the child or young person is not present during the morning registration the school must use the C2 code to show that the child or young person has been agreed to not be present during that registration period for reason of an agreed RHP.

If the child or young person continued to attend school at 10am, as agreed, the morning registration session will continue to be recorded as C2 as the child or young person was not present during registration. The school would record the child or young person's attendance from 10am using their internal record, for the benefits of safeguarding and fire safety.

- **B Code** – to be used if the child or young person is receiving off-site educational provision, approved by the school, and physically supervised by someone authorised by the school. Ultimately schools are responsible for the safeguarding and welfare of children or young people educated off-site. Schools should ensure that they have in place arrangements whereby the provider of the educational activity notifies the school of any absences of the child or young person. The school should record the child or young person's absence using the relevant absence code. Schools must also record the nature of the approved educational activity

**This code should not be used for any unsupervised educational activity or where the child or young person is at home receiving remote education.**

- **K Code** – to be used if the child or young person is receiving off-site educational provision arranged by a local authority, and physically supervised by someone authorised by the school. Ultimately schools are responsible for the safeguarding and welfare of children or young people educated off-site. Schools should ensure that they have in place arrangements whereby the provider of the educational activity notifies the school of any absences of the child or young person. The school should record the child or young person's absence using the relevant absence code. Schools must also record the nature of the approved educational activity
- **D Code** – to be used where a child or young person is registered at **two** schools, or an education centre. Each school should only record the child or young person's attendance and absence for those sessions that the child or young person is scheduled to attend their school. Code D may only be used by either school for a session where the pupil is scheduled to attend the other school at which they are registered. Schools should ensure that they have in place arrangements whereby all unexpected and unexplained absence are promptly followed up.

- **S Code** – Year 11 children or young people granted study leave should be marked on the attendance register as authorised absence using code S. No other attendance code is suitable for the purpose of study leave. Study leave should not be granted by default once tuition of the exam syllabus is complete and should be used sparingly. If schools do decide to grant study leave, provision must still be made available for those pupils who want to continue to come into school to revise. Year 11 children or young people who are 16 years old, are of compulsory school age up to the last Friday in June. **NB:** After the official exam start date, there is no need to submit an *Inform of Reduced Hours Provision Start* for Year 11 children or young people on study leave.
- **X Code** – Where a child or young person not of compulsory school age is attending school part-time. **NB:** There is no need to submit an *Inform of Reduced Hours Provision Start* for pupils not of compulsory school age attending school part-time **unless** a Year R child or young person is receiving less provision than their Year R peers.

For example:

A school's Year R cohort receive an equivalent of 15 hours of part-time provision for the first week of the academic year.

Child A is receiving 5 hours of school = child is receiving less provision than their peers and an *Inform of Reduced Hours Provision Start* needs completing

In Hampshire, the LA periodically monitors the use of the above codes in school registers, intervening with schools and sharing information with its departments and other agencies where appropriate.

## Recommended good practice: Checklist

Schools must notify the Inclusion Support Service (ISS) of the intention to implement RHP using the web-based form at:

[Inclusion Support Service School Forms \(Mendix\)](#)

(Instructions for completing the form can be found on page 24 of this document).

In circumstances where the school considers that it may be necessary to establish RHP it should:

- ✓ be clear that the decision is taken in the **best interests of the child** and is negotiated with the agreement of the parent/carer/social worker of a CiC
- ✓ consult with any relevant agencies working with the child or young person
- ✓ have the principal purpose of the successful reinstatement of the child or young person's full-time school attendance, re-integration and inclusion
- ✓ have a clear and evidenced rationale for considering RHP as an appropriate intervention aimed at supporting the needs of a child or young person
- ✓ convene a meeting with the parent/carer and the relevant professionals to discuss the proposals and details for RHP. In the case of Children in Care, the School's Designated Teacher must liaise with all relevant parties from the Virtual School and Children's Services (Social Care), with consideration given to amending the PEP as applicable. **The useful *Guidance for Parents/Carers/Social Worker for a CiC* in Appendix 3 on page 33 may be used**
- ✓ school to complete their safeguarding due diligence. It is the school's responsibility to ensure due diligence is applied with regard to their safeguarding responsibilities. It is important that the school carries out its own risk assessment to ascertain that it is safe for the child or young person to not be in school full-time. It is recommended that a visit to the child or young person's home be made to inform this risk assessment and obtain information about who is responsible for the child or young person when he or she is not in school. This may be in liaison with Children's Services (Social Care) if the child or young person is on a CiN or CP plan
- ✓ **ensure that parental permission must be granted ahead of the RHP and the school should have a written record of this agreement. If not, this could be construed as unofficial exclusion which is unlawful**
- ✓ provide sufficient and appropriately differentiated work for any time the child or young person is not attending school. Provided the child or young person is



medically fit, the combination of work completed at home and in school must constitute full-time education. The school should consider how work for when the child or young person is not in school will be provided, sent home and marked, and how constructive feedback will be given. Also, the school should consider how the child or young person will be kept in mind and feel included in school life, e.g.: how they will retain contact with their classes, sports teams and key staff

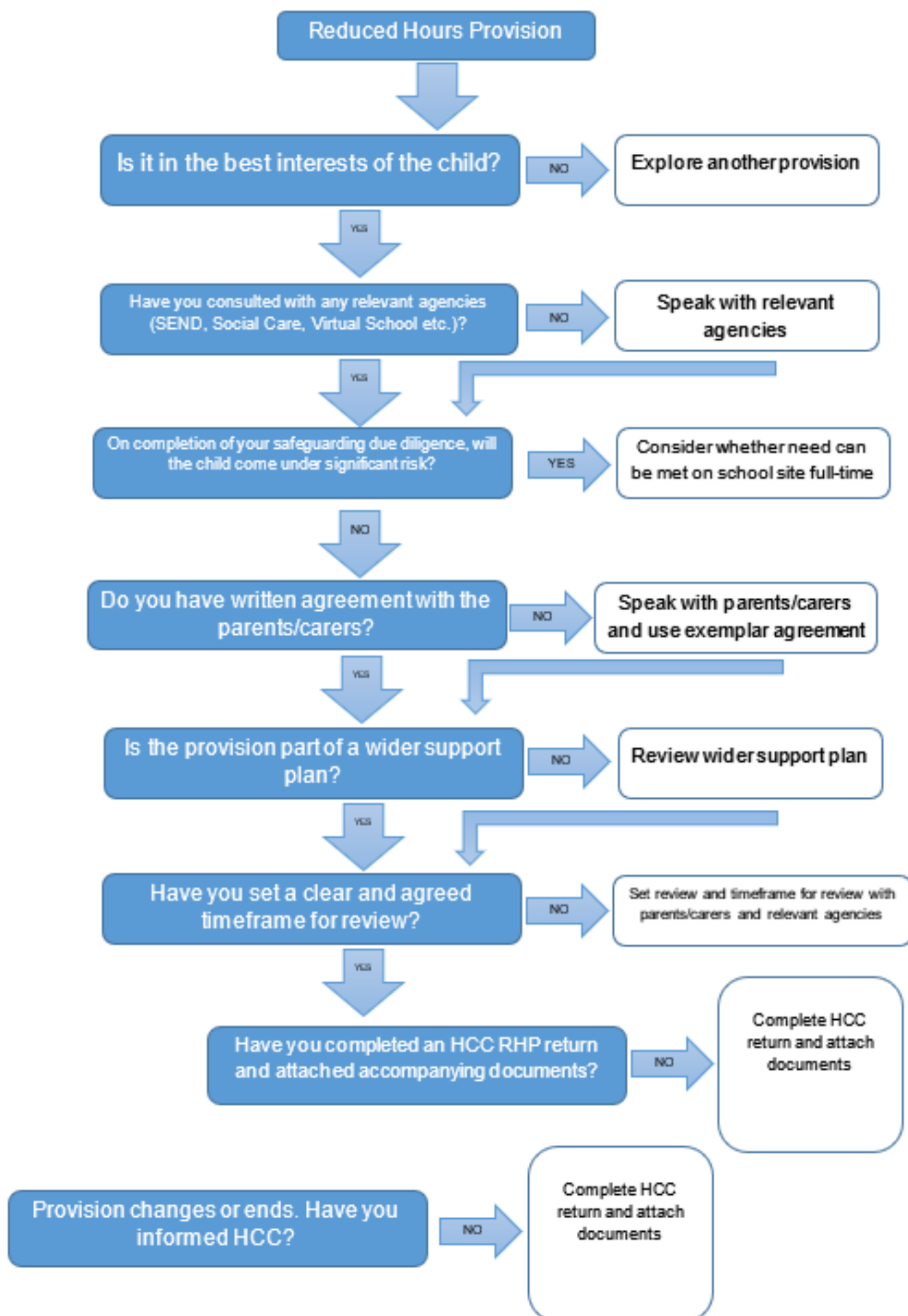
- ✓ ensure that arrangements for RHP do not discriminate against a child or young person's access to free school meals
- ✓ establish an education support or care plan (e.g.: Pastoral Support Plan, Individual Learning Plan, Personal Education Plan, Education Care Plan) for the RHP which details:
  - the proposed timetable to return to full-time as soon as possible, building on provision week-by-week optimistically and incrementally up to a maximum of 6 weeks in any single plan
  - the details of the **review schedule** – midway through the RHP period – and possibly more frequently – the school will hold a review meeting. This will be an opportunity to discuss support and whether all the objectives of the RHP are being met
  - the supportive interventions that will accompany this reduction in time at school (and the full involvement of the child or young person and family in the planning of the PSP); a multi-agency approach may be employed here
  - the aims of implementing RHP; how will the success of the timetable be measured?
  - the named person responsible for the plan within the school

At the end of the agreed period of the RHP, the school will have a reintegration review meeting. This will be an opportunity to discuss whether the objectives of the RHP have been met and to agree any on-going support necessary for the child or young person. Consideration should be given to whether alternative provision should be considered to meet need.

It is recommended practice to attach a copy of the education plan, risk assessment (if relevant) and any other accompanying documentation to ISS when completing a form

[\*\*Inclusion Support Service School Forms \(Mendix\)\*\*](#)

## Reduced hours provision flowchart



## Case Studies

### Student A

The Secondary school said:

*“Context: Y7. Reduced hours provision due to ill health culminating in a stay at Southampton hospital school. On discharge in Summer term, Y7 referral to psychology team and a need to reintegrate student into school for the end of Y7 and into Y8*

- *Meeting with the medical team and parents to gather the facts and plan support*
- *Anxiety issues around specific subjects and school routines identified at an early stage and addressed i.e. reduced hours, changes of class, slow reintroduction to subjects, one-on-one provision*
- *Continuous review (every 4 weeks) with parents and adjustments made. Student A was back in school full time but not back to a full timetable by the end of Y7*
- *Support continued into Y8 and returned to a full timetable early in the Autumn term*
- *Student has had a very successful Y8 and is now making expected academic progress with regular attendance*

*Key approach is not being afraid to take time – in the past we have tried to speed reintegration's up and this has led to less success. Regularly review and adjust and keep HCC in the loop through the online form.”*

### Student B

The Primary school said:

*“Context: Child disruptive and violent at previous schools. PBS and EP consults. CAMHS referral. Covid 2020 lockdown. Child joins new junior school for Year 4 in September. Parents referred to parenting course.*

- *Meeting with PBS where team around child agreed RHP timetable of twilight was suggested to build relationships and complete Thrive activities. Parents agreed. Early Help Hub offered. Risk assessment completed.*
- *After one week, RHP changed to 1 hour a day in the morning with structured Thrive timetable to include one small learning activity.*
- *Continuous review (every 6 weeks) with parents, PBS and EP and adjustments made. Sessions identified that child/parent felt they could access per EP recommendation.*
- *EHCP application made.*

- *RHP adjusted to be afternoon sessions with some in-class teaching. One to one supporting and outside class workstation with activities if refusing to go into class.*
- *Final EHCP issued with exceptional banding.*
- *Lunchtime social time reviewed and supervised before starting afternoon sessions.*
- *EHCP Annual Review.*
- *Continued to trial different approaches (PDA approach etc) to try and encourage engagement. All work was entirely bespoke with short learning activities interspersed with Thrive based activities.*
- *Special School outreach support pursued. Inclusion Support Service discussion around actions.*
- *Ofsted. Discussed challenges faced. Support that we had received. Evidenced reduced hours paperwork / signed parental permissions / risk assessments. Child in school so Ofsted able to see provision in action.*

*Throughout, the child's highly personalised curriculum had been adapted around their interests and was completely bespoke. We used Thrive activities and the one-to-one TA was Thrive trained. The RHP was frequently reviewed and adjusted to reflect the child's changing needs and circumstances alongside agencies."*

## Monitoring and reviewing

### The school monitoring and action

The school must:

- report the RHP as soon as it becomes operational by submitting the online *Inform of Reduced Hours Provision Start* form on the [Inclusion Support Service School Forms \(Mendix\)](#) platform to ISS
- monitor the overall use of this strategy within the school and ensure there is regular communication and quality assurance of provision
- ensure effective communication with parents/carers/social worker for a CiC (and LA as necessary) with regard to progress towards full-time reintegration to school.

### Local Authority monitoring and action

LAs are required to maintain a central record of all pupils not accessing a full-time education in the usual way; schools have a responsibility to record and submit that information through the *Inform of Reduced Hours Provision Start/Update/End* forms on the [Inclusion Support Service School Forms \(Mendix\)](#) platform. Hampshire will upload the RHP information to children and young people's records and share this information internally amongst officers, including the School Improvement Team within the Hampshire Inspection and Advisory Service (HIAS), on a need-to-know basis. ISS and HIAS will provide support and challenge where appropriate and necessary.

A record is also kept of those schools that do not share information on their children or young people that receive RHP.

The process of monitoring includes the following:

- a robotic 'alert' within the LA system for when a child or young person has received RHP, beyond the proposed end date, without a school updating via the *Inform of Reduced Hours Provision Update* form in turn, the school is emailed to update the LA regarding provision. These e-mails will be sent termly. The LA RHP inbox is monitored by ISS, enabling regular communication and advice between LA and schools
- a dynamic RAG (Red, Amber, Green) rating is applied to each RHP based on a variety of factors, including the length and hours of provision and whether the child or young person has a characteristic that indicates that they may be vulnerable, such as CiN, CP, CiC and/or EHCP. Children and young people that are on Red or Amber RAG rating will be prioritised to receive HCC support and challenge where and when appropriate and necessary.
- a twice-yearly review of children and young people who have been in receipt of RHP for over 52 weeks. ISS will send directed e-mails to schools requesting for

school commentary and context. ISS will work with the school and appropriate agencies to review the RHP to seek to further integrate this young person into school.

- the RHP Officer and ISS Manager will meet with schools that have a high number of children on RHP. The RHP Officer and ISS Manager will support and challenge where appropriate through troubleshooting and signposting to services to ensure that the child or young person receives the support to re-integrate back towards full-time provision. The RHP Officer will also be available to meet with schools and services that wish to receive support and LA checks and balances on their RHP cohort.
- the RHP Officer and ISS Manager will meet with a randomised sample of 5 schools a term to check whether the LA is aware of all of their children or young people that are receiving RHP.
- the RHP Officer will identify one child or young person with an EHCP receiving RHP per district to the 0-11 and 11-25 SEN Services each half-term. This child or young person will have a Red RAG rating. The district Special Needs Officer or SEN Caseworker will meet with the school to support and challenge, where appropriate, to ensure that the child or young person receives the support to re-integrate back towards full-time provision.
- the RHP Officer will identify 6 children or young people on a CP plan receiving RHP with the Virtual School Extended Duties Education Advisor each term. This child or young person will have a Red RAG rating. The RHP Officer and Education Advisor will meet with the school to support and challenge, where appropriate, to ensure that the child or young person receives the support to re-integrate back towards full-time provision.
- The RHP Officer will meet half-termly with the Virtual School (VS) area teams to discuss CiC in their area that are on RHP. The RHP Officer and VS Education Officers will work collaboratively to support and challenge schools that have CiC that are receiving RHP.

As a result of the above, action will be taken by LA officers as appropriate to support and challenge schools.

At every level, particular attention, as always, will be paid to children and young people in vulnerable and/or priority groups.

HCC RHP district and phase data is made available to schools.

## Helpful contacts

For advice and to discuss any particular circumstances please contact:

Inclusion Support Service: 0370 779 0787 (Greig Sturges, ISS/VS Senior Data and RHP Officer)

## Further advice and support for children and young people needing intervention support

**Hampshire and Isle of Wight Educational Psychology Service (HIEP)** – educational psychologists provide psychological advice, training and support to schools in relation to individual pupils, classroom strategies, and whole school approaches to meeting special educational needs:

[www.hants.gov.uk/educational-psychology](http://www.hants.gov.uk/educational-psychology)

**HIAS SEN team** – the team advises on school-wide strategy and good practice relating to SEN provision and support to address the needs of individual children or young people:

[www.hants.gov.uk/hias](http://www.hants.gov.uk/hias)

**Primary Behaviour Service (PBS)** – a referral can be made for PBS support for primary children who would benefit from well-being/emotional support and/or whose behaviours are giving cause for concern:

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/primarybehaviourservice>

**Ethnic Minority and Traveller Achievement Service (EMTAS)** – the team provide expert advice, guidance and training to help raise attainment and close the performance gap for children and young people from BME and Traveller groups:

[About EMTAS services | Hampshire County Council \(hants.gov.uk\)](http://www.hants.gov.uk/about-emtas-services)

**Special School Outreach** – schools can make direct contact with their local special schools for advice and ongoing outreach/in reach support:

[SEN Support Toolkit: Outreach Providers \(hants.gov.uk\)](http://www.hants.gov.uk/sen-support-toolkit-outreach-providers)

**Education Centre (PRU) outreach** – schools can approach the education centres for help and advice relating to positive behaviour strategies and interventions:

[SEN Support Toolkit: Outreach Providers \(hants.gov.uk\)](http://www.hants.gov.uk/sen-support-toolkit-outreach-providers)

**SEN Service** – for information and guidance relating to the statutory process of submitting EHC assessment requests:

<https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=5YDeVcCf744>

Hampshire's *SEN support guidance for schools* offers a range of advice to help schools in assisting children and young people at the level of SEN support, including a wealth of strategies to assist frontline classroom practitioners:

[SEN-Support-Guidance-for-Schools.pdf \(hants.gov.uk\)](#)

Hampshire's SEN Sharepoint page brings together guidance and forms for schools:

[Special Educational Needs \(SEN\) Service \(sharepoint.com\)](#)

## How do I complete the online HCC Inform of Reduced Hours Provision forms?

1. Navigate to the following form:

[Inclusion Support Service School Forms \(Mendix\)](#)

Select *Inform of Reduced Hours Provision Start/Update/End* from the “I want to” drop-down list.

2. Fill in all the relevant fields around the school, staff details and child details.
3. To inform when a child has started Reduced Hours Provision select the *Starting reduced hours provision* field.

To inform when a child has continued Reduced Hours Provision and the provision has significantly changed, select the *Updating reduced hours provision* field.

To inform when a child has returned to full-time provision or that a period of Reduced Hours Provision has ended for any other reason (EHE, moving school etc.), select the *Ending reduced hours provision* field.

### Starting/Updating/Ending Reduced Hours Provision

Select whether you are informing of starting, updating or an end to reduced hours

required

- ☐ Starting reduced hours provision
- ☐ Updating reduced hours provision
- ☐ Ending reduced hours provision



4. Fill in all the relevant fields around the detail of the Reduced Hours Provision.
5. Attach any relevant accompanying documentation.
6. Once completed and submitted the form automatically goes to ISS.
7. When you have submitted the form, you will be given the option of printing a copy or receiving an electronic copy of the form for your school records.

## Frequently asked questions

### ***When do you use each form?***

For example:

A school's Year 11 cohort receive an equivalent of 25 hours of full-time provision.

- Child A is receiving 12 hours of school and 4 hours of home tuition = child is receiving less provision than their peers and an *Inform of Reduced Hours Provision Start* needs completing
- Child B is receiving 18 hours of school, 2 hours of home tuition and 5 hours of work experience = child is receiving the same equivalent full-time provision as their peers and therefore **no form** is needed
- Child A, after 6 weeks, is now receiving 12 hours of school and 8 hours of alternative provision off-site = child is still receiving less provision than their peers and an *Inform of Reduced Hours Provision Update* needs completing
- Child A, after 12 weeks, is now receiving 25 hours of school = child is now receiving the same equivalent full-time provision as their peers and therefore an *Inform of Reduced Hours Provision End* needs completing

Or

Child A, after 12 weeks, is now electively home educated/moved schools/medically unable to attend school = an *Inform of Reduced Hours Provision End* needs completing as the period of receiving less provision than their peers has **ended**

### ***Are pupils entitled to study leave?***

No. Study leave should not be granted by default once tuition of the exam syllabus is complete, and study leave should only ever be granted to children or young people in Year 11. If schools do decide to grant study leave, provision should still be made available for those children or young people who want to continue to attend school to revise.

All children or young people are different and have different requirements and preferences when preparing for examinations. Some schools do seek alternatives to study leave as

they recognise that some children or young people do not have the skills, or are not inclined, to make the best use of unsupervised and unstructured revision time. However, many schools also recognise that study leave is a chance for children or young people to develop their independent study which will help them when they move to post-16 provision, where a self-study approach is commonly used.

### ***How should schools record the attendance of pupils on study leave?***

Year 11 children or young people granted study leave should be marked on the attendance register as authorised absence using code S. No other attendance code is suitable for the purpose of study leave. Year 11 children or young people who are 16 years old are of compulsory school age up to the last Friday in June and must be marked on the attendance register accordingly.

**NB: After the official exam start date, for Year 11 pupils on study leave there is no need to submit a data collection form for children not in receipt of full-time education.**

### ***How should schools record a suspension for a pupil on RHP?***

A headteacher may only suspend a child for the sessions that the child is present at their setting.

For example:

A child or young person is on RHP where they attend their school for the morning sessions only. The child or young person does not attend the school setting in the afternoon sessions. If a headteacher had considered the DfE **‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’** Guidance and made the decision to suspend the child or young person, as a result of a behavioural incident, for 2 days (4 sessions), the child or young person will be suspended for 4 morning sessions across 4 calendar days.

The school staff will enter the suspension as covering 4 calendar days (8 sessions) on the school’s MIS exclusion module. The exclusion module may have a button named ‘part-time timetable’ where the school staff may offset the 4 afternoon sessions, so the number of days of suspension now totals 2 days (4 sessions).

Schools may wish to refer to their MIS Guidance for specific steps on offsetting days of suspensions.

## **Appendices**

- 1. Exemplar Reduced Hours Provision Risk Assessment**
- 2. Reduced Hours Provision – Exemplar School and Parent/Carer/Social Worker for a CiC Consent Form**
- 3. Reduced Hours Provision – Guidance for Parents/Carers/Social Worker for a CiC**
- 4. Exemplar Plan for Reduced Hours Provision**
- 5. Completed Example of Exemplar Plan for Reduced Hours Provision**
- 6. Guidance for Headteachers on part-time attendance in Year R**

## Appendix 1

### Exemplar Reduced Hours Provision Risk Assessment

– please adapt as required

To be completed by the person who will be overseeing the child or young person's reduced hours provision **before** any agreement is made with parents/carers/social worker for a CiC. See separate parent/carer/social worker for a CiC consent form.

In line with the school's safeguarding responsibilities, it is important that the school carries out its own assessment to ascertain that it is safe for the child or young person to not be in school full-time. It is recommended that a visit to the child or young person's home is made and clear information obtained about who is responsible for the child or young person when he/she is not in school. This may be in liaison with Children's Services (Social Care) if the child or young person is on a CiN or CP plan.

Additionally, schools need to be mindful of the risks associated with the logistics of new transport arrangements for the child or young person, who may be accessing school at different times chaperoned by different members of the family or other parties. Schools will need to be clear on collection and arrival arrangements. This detail can be written into the risk assessment below.

<b>Pupil Name:</b>	
<b>Date of Birth:</b>	
<b>Year Group:</b>	
<b>School:</b>	
<b>Completed by:</b>	
<b>Completed on:</b>	
<b>Date for Review:</b>	
<b>Review Details:</b>	

This plan is to be shared with: .....

## **Identification, Assessment and Risk Reduction**

	IDENTIFICATION OF RISKS	
<b>Risk 1</b>	Describe the risk Is the risk potential or actual? Who is affected by the risk?	
<b>Risk 2</b>	Describe the risk Is the risk potential or actual? Who is affected by the risk?	
<b>Risk 3</b>	Describe the risk Is the risk potential or actual? Who is affected by the risk?	
	ASSESSMENT OF RISKS	
<b>Risk 1</b>	In which situation does the risk usually occur? How likely is it that the risk will arise? If the risk arises, who is likely to be injured/hurt?	
<b>Risk 2</b>	In which situation does the risk usually occur? How likely is it that the risk will arise? If the risk arises, who is likely to be injured/hurt?	
<b>Risk 3</b>	In which situation does the risk usually occur? How likely is it that the risk will arise? If the risk arises, who is likely to be injured/hurt?	
	RISK REDUCTION: PROACTIVE AND REACTIVE	
<b>Proactive interventions to reduce/ prevent risk</b>	For example: <ul style="list-style-type: none"><li>• Daily contact with pupil and parent/carer</li><li>• Single point of contact</li><li>• Weekly feedback/updates</li><li>• Behaviour management plan</li><li>• Safe place and trusted personnel at difficult times</li><li>• Home visit</li><li>• Travel and collection plan/ timetable</li><li>• Liaison with outside agencies</li><li>• Other</li></ul>	

	<b>RISK REDUCTION: PROACTIVE AND REACTIVE (cont.)</b>	
<b>Early interventions to manage risk</b>	<p>Identify exactly what an adult will immediately do if the risk is observed. This may include environmental adaptations, distractions or agreed strategies</p> <p>Identify exactly what an adult will do if the risk is reported to them by a pupil:</p>	
<b>Interventions to respond to adverse outcomes</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Incidents to be logged, dated and signed according to safeguarding protocols</li> <li>• Designated school adult</li> <li>• Contact parents</li> <li>• Contact other agencies</li> <li>• End reduced hours provision</li> <li>• Other</li> </ul>	

### **Review of Risk Assessment Plan**

<b>Measures set out</b>	<b>Effectiveness in supporting the pupil</b>	<b>Impact on risk</b>

**Does the Risk Assessment need to continue:** Yes / No

**Are there any additions/alterations to the Plan:** Yes / No

If 'YES' list these here:

**Risk Assessment reviewed on:** .....

**Is a further Review required:** YES / NO

**Agreed Review Date:** .....

## Appendix 2

### Reduced Hours Provision

#### Exemplar School and Parent/Carer/Social Worker for a CiC Consent Form

I / We give permission for (*insert name of child*) ..... to receive  
Reduced Hours Provision from (*insert name of school*) .....

The reduction in school hours will start on (*insert date*) .....

It will be reviewed on (*insert date*) ..... and will be proposed to finish on (*insert date*) .....

The hours that we have agreed are listed below:

The school has discussed transport and childcare arrangements with the parents/carers in advance of this agreement, in line with its safeguarding responsibilities. Details can be recorded above as necessary.

Name of parents/carers: .....

Signature: .....

Date: .....

Name of school staff member responsible for overseeing this provision: .....

Signature: .....

Date: .....



## Appendix 3

### Reduced hours provision – Guidance for Parent/Carer/Social Worker for a CiC

#### ***What is a reduced hours provision?***

Reduced hours provision is an agreement made between parent/carer/social worker for a CiC, school and child or young person to reduce the hours spent in education for a time limited period as an intervention made to support him or her in his or her best interests.

#### ***How many hours is Statutory provision?***

A timetable is considered reduced when a child or young person receives less than full-time provision compared to their peers in that setting. Education should be suitable to the age and needs of the child or young person.

HCC classifies full-time provision as 25 hours, not including registration, playtimes and lunchtimes.

#### ***In what circumstances would reduced hours provision benefit my child?***

- As part of an integration/reintegration approach for children or young people who have not attended before or have been absent from school for a period of time due to, for example, illness, disability, mental health issues, family circumstances.
- Reduced hours provision is rarely effective in managing children or young people at risk of exclusion. It is unlawful for schools to discriminate against children or young people on the basis of their SEN and/or disability, including those with social, emotional or mental health needs and those exhibiting unproductive behaviour. Limiting their access to school is unlikely to help them develop in their areas of need.
- If your child has long-term medical needs, you should expect that the school has a medical or care plan for them. The DfE's guidelines can be accessed here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf)

#### ***What must the school do if it feels reduced hours provision would benefit my child?***

- Schools have a duty of care for all children or young people on their school roll. The school must ensure that when a child or young person is not expected to attend, there is a written agreement with parents/carers/social worker for a CiC or alternative education providers about who is responsible for keeping the child or young person safe for the time they would normally be in school.
- The school should keep a record of all children or young people on reduced hours provision and must inform the Local Authority.

***I do not agree with having reduced hours provision, what can I do?***

- A school must not pursue a reduced hours provision without parental permission – this can be construed as an unofficial exclusion which is unlawful and can be seen as the school preventing your child from accessing provision.
- For children or young people with Education Health and Care Plans, the school must consult with the Local Authority SEN team.

***I'm in agreement for my child to have reduced hours provision – what should I expect?***

- The school should provide a clear and evidenced rationale for the reduced hours, aimed at supporting the needs of your child.
- The school must have signed parental permission evidenced on the school file prior to the commencement of reduced hours provision.
- The school should complete an education plan such as a Pastoral Support Plan, agreed by you and your child, demonstrating a clear pathway to full integration. Where appropriate, your child must have active involvement in the process of planning, reviewing and evaluating the provision.
- A formal risk assessment of the impact that reduced hours will have on your child is recommended practice for all children or young people and essential for children or young people who have other agency involvement including SEN, the Virtual School or Social Care.

***What happens at the end of the reduced hours provision period?***

- Midway through the reduced hours provision period (and possibly more frequently) the school will hold a review meeting. This will be an opportunity to discuss support and if all the objectives of the reduced hours provision are being met.
- At the end of the agreed period of the reduced hours provision, the school will have a reintegration review meeting. This will be an opportunity to discuss whether the objectives of the reduced hours provision have been met and to agree any on-going support necessary for your child.
- Your child should be attending school full-time.

***What if the reduced hours provision has not achieved the results we hoped for?***

Before the end of the agreed period of the plan, if the objectives have not been achieved, a multi-agency Team Around the Child meeting might need to be arranged to plan the next steps for your child. This might also include specialist staff from outside agencies who will

try to suggest other things to help. As a parent/carer/social worker for a CiC you will be part of this process.

***Where can I go for support for my child's needs – what are the arrangements and the support available?***

In the first instance it is important to talk to your child's school. You can also ask them to signpost you to the appropriate support and wider services.

You can contact the Special Educational Needs and Disability Information, Advice and Support Team (SENDIASS) at: 0808 164 5504

or visit their website at: [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk).

They will be able to give you impartial support and advice if you feel that your child has any special educational needs.

**Appendix 4**

**Exemplar Plan for Reduced Hours Provision**

Plan for Reduced Hours Provision

Plan for ..... Date

Context

Proposed Timetable

Stage	Timetable	Rationale
Stage 1		—
Stage 2		—
Stage 3		—
Stage 4		—
Stage 5		—

Review Meetings

Benchmark criteria to move to the next stage

SCARAB Requirements

	Considerations
Safeguarding	
Consultation	
Agreement	
Review	
As part of a support plan	
Best Interest	

Review Meeting Notes and outcomes

Review 1

Review 2

Review 3

Review 4

Review 5

## Appendix 5

### Completed Example of Exemplar Plan for Reduced Hours Provision

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

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 22<sup>nd</sup> March at 1.15pm
- 2) Friday 19<sup>th</sup> April at 1.15 pm
- 3) Thursday 2<sup>nd</sup> May at 1.15pm

At the 3<sup>rd</sup> review, school and parent will whether the RHP should continue as this is the end of a 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	<ul style="list-style-type: none"> <li>• Child will be seen in school every day so school can maintain safeguarding checks</li> <li>• Child will be attending school more regularly so safeguarding opportunities will improve</li> </ul>
Consultation	<ul style="list-style-type: none"> <li>• Discussed with parent on 13.03.2024</li> <li>• Action – share with newly appointed Family Support worker</li> </ul>
Agreement	<ul style="list-style-type: none"> <li>• Parent is in agreement of the plan and have completed consent form</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Plan to be reviewed at least every 2 weeks</li> <li>• Plan will be reviewed earlier;               <ul style="list-style-type: none"> <li>○ at the request of the school or parent</li> <li>○ if Child has met milestones to move to the next step</li> </ul> </li> </ul>
As part of a support plan	<ul style="list-style-type: none"> <li>• PLP in place</li> <li>• Anonymous PBS consult. Outcome- will review when attendance has improved and is consistent. School to follow up and update.</li> <li>• EBSA criteria looked at – does not present with an EBSA profile</li> <li>• Now open to Early Help</li> <li>• Parent is exploring sleep issues with medical professionals</li> <li>• Parent is working to help Child's sleep patterns</li> <li>• Early Help process to further explore how to support Child's sleep.</li> <li>• Visual timetable in school</li> <li>• School will continue to explore further strategies to support Child in school.</li> </ul>
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 - 22<sup>nd</sup> 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 - 19<sup>th</sup> 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 – 2<sup>nd</sup> 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 – 10<sup>th</sup> 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 12<sup>th</sup> 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 24<sup>th</sup> June at 1.30pm
- Wednesday 10<sup>th</sup> July at 1.30pm
- Monday 22<sup>nd</sup> July at 1.30pm

#### **Review 5 – 24<sup>th</sup> June**

parent did not attend

#### **Review 6 – 10<sup>th</sup> July**

parent did not attend

## Appendix 6

### Guidance for Headteachers on part-time attendance in Year R

The following guidance is written to support Headteachers in discussions with parents/carers who request that their child attend part-time during some or all of Year R.

Some aspects of the guidance differ slightly depending upon whether the child is of statutory school age or not of statutory school age. The following guidance clarifies what applies to all children in Year R, regardless of their age, and that which applies to statutory and non-statutory school age children. Children do not legally have to be in school until the term after their 5<sup>th</sup> birthday.

Child's birthday	When are they statutory school age?
September – December	1st day Spring Term of Year R
January – March	1st day Summer Term of Year R
April – August	1st day Autumn Term Year 1

#### All children in Year R regardless of whether they are statutory school age or not

HCC believes in the principle that once a child starts school, they should then attend full-time – unless there are specific and compelling reason not to. This is because it believes that:

- attending school regularly from the outset sets the tone for the importance of full and regular attendance throughout their school life.
- if a child is not at school for some parts of the week, it can raise potential safeguarding and welfare questions
- if a child is not at school for some parts of the week, that child will miss out on elements of the curriculum, will likely make less progress than their peers, both academically and socially, and potentially be less well prepared for Year 1.

#### Children in Year R who are of statutory school age

Once a child has reached statutory school age, they must be in school full-time unless they have applied to the Headteacher and had flexi-schooling agreed. This is rare and exceptional. Any absence without agreement would be classed as unauthorised and the school should follow its own attendance policy and ultimately be able to take legal action against the parent/carer for the non-attendance of the child.

## Children in Year R who are not of statutory school age

The information within this paper is based upon '*Starting school in Hampshire – A guide for parents/carers and practitioners to help ensure the best possible start to school for Hampshire's children*' which states that most children start school full-time in the September after their fourth birthday. There are other options for parents/carers of four-year-olds who feel their child is not yet ready for school. Parents/carers have the opportunity to:

- start their child in September on a full-time basis from their first day of attendance, or
- allow their child to attend on a part-time basis until the start of the term after the child's fifth birthday, or
- defer their child's entry to school until later in the school year. This must not be beyond the start of the term after their fifth birthday or beyond the start of the final term of the school year. Parents/carers must discuss with the school how they would like their child to start school.

The DfE's *Schools Admissions Code*, updated in 2021, states that parents/carers of non-compulsory school age children (four-year-olds) may request a pattern of part-time attendance or deferment if that best suits the needs of their child. Parents/carers will make their decision based upon the needs of their child, in consultation with the school and any pre-school settings involved.

### The '*Starting school in Hampshire*' guidance further states:

*'Part-time Attendance: Parents may prefer their child to attend on a part-time basis until they reach compulsory school age. Any part-time arrangement must fit reasonably with the organisation at the school and so parents must discuss this with the school as soon as possible before the start of the school year, as described below.'*

*Schools are committed to meeting the needs of individual children and their families to ensure a smooth transition into school for all. Starting school can be tiring for children and many children benefit from a phased entry to school, with a period of part-time attendance rather than attending on a full-time basis straight away. For some children a short period of part-time attendance will suffice whilst others may benefit from a longer period of part-time attendance. Liaison between parents, schools and pre-school settings will ensure that individual needs and requirements are identified and met.'*

*Parents must discuss with their school their preference that their child attends part-time sessions. After talking with parent/s about their child's age, experience in early years settings, how ready their child is for school and the arrangements put in place by the school or the new intake, the Headteacher will negotiate with parent/s the timetable for their child's entry to school.'*

## **What does this mean for schools/headteachers?**

If a parent is offered a place at a school and they take up that place, whilst the final decision ultimately rests with the Headteacher as to allow or not allow part-time attendance, the interpretation of this guidance is that schools should work with the parents/carers to try to accommodate their desire for part-time attendance if at all possible. In reaching their decision, Headteachers must judge what is reasonable, what could be offered to all parents/carers and what is ultimately in the best interest of the child. Where a request for part-time attendance is agreed, it is strongly recommended that this is confirmed in writing, confirming the details of the part-time arrangements, its duration and a review date.

## **Funding**

It is important to note, and parents/carers need to be made aware, that where part-time attendance is agreed by the school, the parent/carer could not claim funding for any provision outside of school, as the funding has already been given to the school.

## **Additional information**

In the rare case where a school feels it cannot not meet the parent/carer's wishes for a particular pattern of part-time attendance, and the parent/carer then keeps the child off school, this would be classed as an unauthorised absence. See guidance below.

**Hampshire's attendance guidance documents**, available to schools, state the following:

*'From September 2013, attendance data for all pupils in reception (including non-compulsory school age pupils) are included in school absence data collected via the school census. A child taking a full-time place aged four must comply with the school attendance policy, including leave of absence. The school would 'unauthorise' the absence if it was not agreed and mark this with an O code. If the child was not of compulsory school age, the school would not be able to take legal action but would be encouraged to write to the parents/carers, pointing out that when they took the place at the school, they agreed to adhere to its policy and practice. ... express disappointment that they had failed to support the school in this matter and remind parents/carers that, if this were repeated once the compulsory school age was reached, they may be referred for legal consideration. If they did reach compulsory school age prior to 1st April, they could be subject to the normal legal sanctions should they reach the threshold of 10 unauthorised absences within 100 possible school sessions, in the term after the child's 5th birthday.'*

If you require further advice or guidance, please contact the Services for Young Children Team:

[www.hants.gov.uk/hampshire-services/services-for-schools/school-improvement/young-children](http://www.hants.gov.uk/hampshire-services/services-for-schools/school-improvement/young-children)