

Guidance for Schools

**For Children who are Not in
Receipt of Full-Time
Education:**

Reduced Hours Provision

September 2019

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1. Introduction

Hampshire County Council has a duty to champion vulnerable learners and to ensure that all children and young people access a full-time education suitable to their age, aptitude and any special educational needs they may have. The Local Authority has a duty to hold schools and other providers to account and challenge when expectations regarding educational provision are not met.

In turn, schools have a statutory duty to provide a full time and suitable education.

Hampshire County Council regards the use of reduced hours provision or timetables as a last resort and the least desirable method of managing a child's issues. It believes that this action should only be taken after all other strategies to address concerns have been implemented and exhausted.

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

Hampshire County Council remains committed to children's rights to a full-time education and makes clear the requirements that a reduced hours provision or timetable:

- ✓ must be part of a wider education plan
- ✓ cannot be implemented without the school acquiring written agreement from parent/carer
- ✓ must only be used as a short-term strategy
- ✓ must have a clear agreed review and time plan
- ✓ that assurances have been given to ensure the child is safe (risk assessment)
- ✓ that the child is receiving the support they require and is able to return to full time education as quickly as possible.

Reduced hours provision should only be put in place in **the best interests of the child in terms of increasing their resilience and being able to access positive education experiences. When considering the child's best interests, it must be borne in mind that a part time timetable will inevitably mean a loss of education leading to potential gaps in learning. It must attract the approval and written consent of parents/carers and be in consultation with any other relevant agencies working with the child including the Virtual School Headteacher, SEN for children with EHCPs or Children's Services.**

To this end, there is a useful 'Guide for Parents' regarding reduced hours provision in the Appendix on pages 18-21. This will be also available to parents on Hantsnet.

2. Legal Overview

Hampshire County Council has a statutory responsibility to identify and track any pupil missing education or *'not accessing full-time education in the usual way'*. Ofsted require 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 publication from November 2013 **'Pupils Missing Out on Education'**. This useful and practical document plainly describes how important it is that both schools (including academies) and local authorities monitor and track all students 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 pupil who is not in receipt of full-time education is deemed to be at risk of missing education, and also *'vulnerable to abuse'* and therefore needs to be identified and tracked by schools and local authorities alike. By informing the Local Authority of reduced hours provision in line with protocol, schools are thus afforded Hampshire County Council's support and safeguards.

The 'Framework and Evaluation schedule for the inspections of services for children in need of help and protection, children looked after and care leavers' February 2017 document from Ofsted, vigorously states the Local Authority's duty to report robustly on school age children who are not in receipt of full-time education. In order to achieve this duty, the guidance regarding Reduced Hours Provision and the data collection form have been reviewed and strengthened.

DfE statutory guidance (**DfE School Attendance, p14**) on reduced hours provision is clear:

'In very exceptional circumstances there may be a need for a temporary part time timetable to meet a pupil's individual need. For example, where a medical condition prevents a pupil from attending full time education and part time package is considered as part of a reintegration package.'

'A part time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full time or be provided with alternative provision'

DfE Exclusion guidance states that *'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded'* (**Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017'**)

For Schools

To reflect the above requirements, Hampshire County Council have strengthened the online reduced hours provision form entitled: **Children not in receipt of full-time education (reduced hours provision) - data collection**. There is a hyperlink to the form on page 8 of this document.

3. Full-time Education

A timetable is considered reduced when a pupil does **not** receive full-time education consistent with their peers. Education should be suitable to a child's age, ability and aptitude, taking into account any special educational need.

The DfE states that pupils should receive full-time education consistent with their Key Stage:

KS1	21 hours
KS2	23.5 hours
KS3/4	24 hours
KS4 Yr 11	25 hours

4. Safeguarding Considerations: Risk Assessments

'Keeping Children Safe in Education' (DfE, September 2018) identifies schools as 'an important part of the wider safeguarding system for children' and recognises that all 'school staff are in a position to identify concerns early, provide help for children, and prevent concerns from escalating'. The paper states that 'all practitioners should consider, at all times, what is in the best interests of the child'.

Clearly, where a child is not in school, their vulnerability is increased. When deciding whether a reduced hours provision is appropriate, consideration must always be given to the welfare and safety of the child/young person. This must be part of the risk assessment process. Particular consideration should be given to the increased risk to the pupil to child sexual exploitation (MET), substance misuse, self harming, radicalisation and other potential abuse or criminal activity.

Schools have a safeguarding responsibility for all pupils 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 pupils on roll who are off-site during school hours. If evidence suggests that the child will be exposed to significant risk if not in school, reduced hours provision 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 **recommended good practice from Hampshire County Council**. The welfare of the child is paramount. An exemplar risk assessment is contained in the Appendix. 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. The online data collection form contains tick boxes for schools to communicate their use of risk assessments.

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

- Children who are subject to a Child in Need Plan
- Children who are subject to a Child Protection Plan
- Children who are Looked After (CiC)
- Children who have an EHCP
- Children with known Children's Services Involvement, for example, Youth Offending Team, or medical needs including mental health, CAMHS

5. Liaising with Other Agencies

1. Children with an EHCP: the school must consult with the relevant Hampshire SEN department **before** the implementation of reduced hours provision.
2. Children Looked After: the school must consult with the Virtual School Headteacher or relevant Education Officer for the Virtual School **before** the implementation of reduced hours provision. Looked After Children are among some of our most vulnerable pupils and therefore reduced provision should only be implemented in very limited circumstances when all other interventions have been tried. It is also advisable that the child's Personal Education Plan (PEP) is reviewed accordingly
3. Children with known Children's Services or Medical (including Mental Health) Involvement: the school must consult with the relevant agencies **before** the implementation of the reduced hours provision. A child's social worker must be in agreement for reduced hours provision.

6. When Might Reduced Hours Provision be Used?

Reduced hours provision should only be put in place in the **best interests of the child**. The provision occurs in exceptional circumstances - a last resort - after all other interventions have been implemented. It is, however, accepted that there are occasions whereby reduced hours provision successfully meets the needs of some pupils, in their interests, on a temporary basis.

1. 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 pupil who has become

disaffected to re-engage with learning. This would be a closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social 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.

2. Medical Reasons

A pupil has a serious medical 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 [Ensuring a good education for children who cannot attend school because of health needs](#) before offering reduced hours provision.

The category of ‘Medical Reasons’ covers both physical illnesses such as broken limbs and chronic conditions; it also includes mental health illnesses which can often be linked to severe anxiety or attachment issues. The aim, however, remains the same namely that the school should aspire for the child 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 have a responsibility to supply appropriate medical evidence to the school.

3. Reintegration

As part of a planned reintegration into school following an extended period out of school e.g. following exclusion, non-attendance, health needs or school refusal. This must be reviewed regularly with the expectation that the pupil returns to full-time education as soon as possible. The reduced hours provision would again be part of a wider formal education support plan, for example, a Pastoral or Behaviour Support Plan.

4. Year R pupils

Please submit a ‘Children Not in Receipt of Full Time Education (Reduced Hours Provision): Data Collection’ form for Year R pupils who require less than their full entitlement because the pupil cannot sustain full-time provision. This may be parental request. Children may have reduced provision 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**’.

7. Register Coding

According to **DfE School Attendance guidance, November 2014** it states: ‘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 it as authorised absence’.

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

- **C Code** - to be used when a pupil has a reduced hours timetable 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 pupil during the time when they would otherwise be at school.
- **B Code** - to be used if the pupil is receiving off-site provision, approved by the school (**this code should not be used for any unsupervised educational activity or where the pupil is at home doing school work**)
- **D Code** - to be used where a pupil is registered at **two** schools, or an Education Centre. For dual registered pupils the data collection form for children not in receipt of full-time education should be completed by the **home** school, even when attending an education centre. Exceptions to this rule can be agreed between home school and education centre
- **S Code** - Y11 pupils 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. Y11 pupils 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 a data collection form for children not in receipt of full-time education for Yr 11 pupils on study leave.

Hampshire County Council periodically monitors the use of the above codes in school registers, intervening with schools and sharing information with its departments and other agencies.

8. Recommended Good Practice: Checklist

- ✓ Notify the Inclusion team of the intention to implement a reduced timetable for a pupil using the web-based form at:

https://forms.hants.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-d54c8557-83ac-45f9-8434-ce762a737759/AF-Stage-fb9effc0-1d95-40de-a4e4-d364315df21b/definition.json&redirectlink=/en&cancelRedirectLink=/en

(Instructions for completing the form can be found on page 12 of this document.)

In circumstances where the school consider that it may be necessary to establish a reduced hours timetable for a pupil, the school should:

- ✓ Be clear that the decision is taken in the **best interests of the child** and attracts the approval of parents and any relevant agencies working with a child.
- ✓ Have the principal purpose as the successful reinstatement of the child's full time school attendance, re-integration and inclusion.
- ✓ Have a clear and evidenced rationale for considering a reduced hours timetable as an appropriate intervention aimed at supporting the needs of a child. A detailed

assessment through the Early Help Hub should be in place to establish if there are wider known needs and to identify what support is required from external agencies.

- ✓ Convene a meeting with the parent/carer and the relevant professionals to discuss the proposals and details for reduced hours provision. In the case of Looked After Children, the School's Designated Teacher must liaise with all relevant parties from the Virtual School and Children's Services, with consideration given to amending the PEP as applicable. The useful '**Guide for Parents**' in the appendix may be used. **Parental permission must be granted ahead of the reduced hours provision. If not, this could be construed as unofficial exclusion which is unlawful.**
- ✓ Provide sufficient and appropriately differentiated work for any time the pupil is not attending school. Provided the student 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 pupil 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 pupil will be kept in mind and feel included in school life, eg, how they will retain contact with their classes, sports teams and key staff.
- ✓ Ensure that arrangements for a reduced timetable do not discriminate against a pupil'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 reduced timetable which details:
 - the proposed timetable to return to full-time as soon as possible, building on provision week-by-week up to a maximum of 6 weeks for reduced provision
 - details of the **review schedule** (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.
 - the supportive interventions that will accompany this reduction in time at school (and the full involvement of the child and family in the planning of the PSP); a multi agency approach may be employed here.
 - the aims of implementing a reduced hours timetable: how will the success of the timetable be measured?
 - the named person responsible for the plan within the school
 - the consideration of safeguarding measures for the duration. The school are recommended to carry out a risk assessment before implementation and this should be recorded as a separate document. Certain children **must** have a risk assessment – see guidance above and exemplar risk assessment in the appendix..
 - 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 the child. Evaluation should be given to whether alternative provision should be considered to meet need.

It is good practice to send a copy of the education plan and a risk assessment (if relevant) to the Hampshire Inclusion team at ReducedHoursData@hants.gov.uk

9. Monitoring and Reviewing

The school must:

- Report the part-time provision as soon as it becomes operational by submitting the online 'Children not in receipt of full-time education – data collection' form to the relevant Inclusion office.
- 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 (and LA as necessary) with regard to progress towards full-time reintegration to school.

Local Authority Monitoring and Action

Local Authorities 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 '**Children Not in Receipt of Full Time Education (Reduced Hours Provision): Data Collection**'. Hampshire will share this information internally amongst officers including the School Improvement Team.

Part of that monitoring is also to record those schools that do not have reduced hours provision information.

The above information is regularly monitored by the Local Authority who will upload reduced hours provision information to children's records, monitor provision and share information with its relevant departments and agencies including Safeguarding as applicable. Where appropriate, they will provide support and challenge to ensure that reduced hours provision is compliant with statutory requirements and that the best interests and rights to education of Hampshire children are being met.

- An 'alert' has been added to the system for when a pupil has received reduced hours provision for 6 weeks; in turn the school is emailed to update the LA regarding provision
- The Local Authority Inclusion Management Team will review children who have been in receipt of reduced hours provision for over 12 weeks. This information will also be shared with HIAS;
- The Local Authority Education Inclusion Branch Management Team will review children who have been in receipt of reduced hours provision for over 24 weeks;
- The Education Sub Group of the Local Authority Safeguarding Board will review children who have been in receipt of reduced hours provision for over a year.

The Local Authority may raise with the Headteacher when a pupil has been on reduced provision for longer than 6 weeks unless there are exceptional circumstances or where a pupil is identified. Additionally, the Local Authority has committed to publishing data on reduced hours provision to all schools at least annually.

10. Helpful Contacts

For advice and to discuss any particular circumstances please contact:

Education Inclusion Team: 01962 876311 (Greig Sturges: Inclusion Assistant)

Guidance: Hantsweb HCC Attendance Guidance.

<http://www3.hants.gov.uk/education/hias/learning-behaviour-attendance/lba-resources-for-schools/atten-guidance.htm>

11. Further Advice and Support: High Needs Support for Inclusion

The Local Authority recognises that developing a highly inclusive mainstream sector requires more than a values driven commitment. It also depends upon developing the professional knowledge and skills of teachers and leaders to meet the complex needs of some of our most vulnerable children and young people. As part of a 'graduated response' all schools will need ongoing support to adapt their practices to meet the needs of children with SEN (Chapter 6 of the Code of Practice for special educational needs and disability 2015). The support to grow the confidence and capacity of schools, through targeted professional learning is available through a variety of services.

Recent management changes in the Education and Inclusion Branch have secured a more integrated offer for Hampshire's mainstream schools. There is an important publication, 'Criteria for SEN Support in Mainstream Schools', which is currently being revised and updated. This is the most significant resource for mainstream schools, to help ensure provision for the children on SEN Support in mainstream schools is appropriate. This publication also signposts the range of support services available for mainstream schools to access.

This support includes:

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

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 pupils.

www.hants.gov.uk/hias

Primary Behaviour Service (PBS) - a referral can be made for PBS support for primary pupils whose behaviours are giving cause for concern.

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

Special School Outreach – schools can make direct contact with their local special schools for advice and ongoing outreach/inreach support.

<http://intranet.hants.gov.uk/sen-outreach-support-hampshire-2018-2021.pdf>

PRU outreach – schools can approach the education centres for help and advice relating to behavioural issues.

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

SEN Service – for information and guidance relating to the statutory process of submitting a EHC assessment request.

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

12. How do I complete the online 'children not in receipt of full-time education form'?

1. Press Control and click on this link to navigate to the form:

https://forms.hants.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-d54c8557-83ac-45f9-8434-ce762a737759/AF-Stage-fb9effc0-1d95-40de-a4e4-d364315df21b/definition.json&redirectlink=/en&cancelRedirectLink=/en

2. Fill in all the fields relevant. Please note the form automatically calculates the total number of hours of provision and opens up new fields for further detail.
3. Once completed and submitted the form automatically goes to the Hampshire Inclusion Support Service.
4. When you have submitted the form you will be sent an electronic copy for school records therefore it is important that you provide a suitable school email address.
5. If you have any updates e.g. another review date or altered end date, **please do not submit a new form for the child**, please send an email to the Inclusion Team as below including the child's name, date of birth, UPN & school and any other relevant updates.
6. If you are also completing a risk assessment or education plan, please email it to the inbox below.
7. If a further period of reduced hours provision is put in place at a later date for a child, a new form must be submitted.

ReducedHoursData@hants.gov.uk

13. Frequently Asked Questions

Can a school place a pupil on a part-time timetable?

As a rule, no. 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. For example where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

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 it as authorised absence.

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 pupils in year 11. If schools do decide to grant study leave, provision should still be made available for those pupils who want to continue to come into school to revise.

All pupils 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 pupils 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 pupils 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?

Y11 pupils 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. Y11 pupils 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 Yr 11 pupils on study leave there is no need to submit a data collection form for children not in receipt of full-time education.

Should provision for an excluded pupil with more than 5 days of exclusion be full-time?

Yes, since September 2007 maintained schools (including Academies and CTCs) and Local Authorities' Education Centres have been required to provide suitable full-time education from and including the sixth day of any period of exclusion of six days or longer. Full-time education means supervised education equivalent to that provided by mainstream schools in the area. Please see Section C of the Hampshire Exclusions Guidance on the Intranet for further advice and details.
www.education.hants.gov.uk/intranet/policies/exclusions/index.php

Appendix

1. Exemplar Risk Assessment
2. School/Parent/Guardian Consent Form
3. Parents' Guide to Reduced Hours Provision

Appendix 1 – Exemplar Reduced Hours Provision Risk Assessment - please adapt as required

Reduced Hours Provision Individual Pupil Risk Assessment

To be completed by the person who will be overseeing the pupil's reduced hours provision **before** any agreement is made with parents. See separate parent/guardian 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 to not be in school full time. It is recommended that a visit to the pupil's home is made and clear information obtained about who is responsible for the child when he/she is not in school. This may be in liaison with Children's Services if the child is on a CIN or CP plan.

Additionally, schools need to be mindful to the risks associated with the logistics of new transport arrangements for the child 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.

Pupil Name:	
Date of birth:	
Year Group:	
School:	
Completed by:	
Completed on:	
Date for Review:	
Review Details:	

This plan is to be shared with:

Identification, Assessment and Risk Reduction

IDENTIFICATION OF RISKS		
Risk 1	Describe the risk Is the risk potential or actual? Who is affected by the risk?	
Risk 2	Describe the risk Is the risk potential or actual? Who is affected by the risk?	
Risk 3	Describe the risk Is the risk potential or actual? Who is affected by the risk?	
ASSESSMENT OF RISKS		
Risk 1	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 2	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 3	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		
Proactive interventions to reduce / prevent risk	For example: <ul style="list-style-type: none"> • Daily contact with child/parent • Single point of contact • Weekly feedback/updates • Behaviour management plan • Safe place and trusted personnel at difficult times • Home Visit • Travel and collection plan/timetable • Liaison with outside agencies • Other 	

<p>Early interventions to manage risk</p>	<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 child:</p>	
<p>Interventions to respond to adverse outcomes</p>	<p>For example:</p> <ul style="list-style-type: none"> • Incidents to be logged, dated and signed according to safeguarding protocols. • Designated school adult • Contact parents • Contact other agencies • End reduced hours provision • Other 	

Review of Risk Assessment Plan

Measures set out	Effectiveness in supporting the child	Impact on risk

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 Date:

Appendix 2

Reduced Hours Provision

Exemplar School/Parent/Guardian 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 finish on (insert date)

The hours that we have agreed are listed below:

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

Name of Parents/Guardians:

Signature:

Name of School Staff member responsible for overseeing this provision:

Signature:

Date:

Appendix 3

Reduced Hours Provision: Guidance for Parents

What is a Reduced Hours Provision?

Reduced hours provision is an agreement made between parent/carer, school and pupil to reduce the hours spent in education for a time limited period of **no more than six weeks** as an intervention made to support a child in his/her best interests.

How many Hours is Statutory Provision?

Children and young people have a legal right to receive a full time educational provision. The hours are as follows:

Nursery Provision – All children are entitled to 15 hours provision starting the term after their 3rd birthday. Some children are entitled to 15 hours after their 2nd birthday, depending on your circumstances. Children with additional needs have the right to access the same opportunities and hours as the other children.

Foundation Stage	Reception	21 hours
Key Stage 1	1 and 2	21 hours
Key Stage 2	3, 4, 5 and 6	23.5 hours
Key Stage 3	7, 8 and 9	24 hours
Key Stage 4	10 and 11	25 hours

In what circumstances would Reduced Hours Provision Benefit my Child?

- As part of an integration/reintegration approach for pupils who have not attended before or have been absent from school for a period of time due to illness, disability, mental health issues, family circumstances.
- Reduced hours provision is rarely effective in managing pupils at risk of exclusion. It is unlawful for schools to discriminate against pupils on the

basis of their SEN and/or disability including those with Behaviour, Social and Emotional Difficulties. 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 and the 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

What must the School do if they Feel that Reduced Timetable would Benefit my Child?

- Schools have a duty of care for all pupils on their school roll. The school must ensure that when a pupil is not expected to attend, there is a written agreement with parents or alternative education providers about who is responsible for keeping the child safe for the time they would normally be in school.
- The school should keep a record of all pupils on a reduced timetable 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 pupils with Education Health and Social Care Plans, the school must consult with the Local Authority SEN team for approval. If, after the period of six weeks, the plan has not been successfully achieved, an emergency Annual Review will normally be held.

I'm in Agreement for my Child to have Reduced Hours Provision-what should I Expect?

- 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 in no more than 6 weeks. 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 a reduced hours provision would have on your child should be carried out and agreed.

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 will 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 TAC meeting might need to be arranged to plan the next steps for your child. This might well include specialist staff from outside agencies.

Where can I go for Support around my Child's Needs, the Arrangements and the Support Available?

You can contact SENDIASS at 0808 164 5504 or visit their website at www.hampshiresendiass.co.uk