



IRONSTONE ACADEMY TRUST

Suspension and Exclusions Policy

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Policy prepared by (name and designation)	Carl Faulkner CEO (Chief Executive Officer)
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Appendices

Appendix 1 – Pupil Concern Tracking Sheet

Appendix 2 – Alternatives to Suspension and Exclusion

Appendix 3 – Format for Headteacher’s Statement

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1 Introduction

- 1.1 Core purposes of Ironstone Academy Trust are to maintain a safe, productive climate for learning, to promote inclusion and to nurture children to reach their full potential. This policy will not be operated in isolation and should be read in conjunction with the individual school’s behaviour policies. These policies promote good behaviour through mutual respect shown to others, by all who learn and work within the school.
- 1.2 This policy has been written with reference to the DfE (Department for Education) Guidance ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - September 2022’, which sets out the legal requirements for Headteachers and the Trust Board in relation to pupil exclusions. The purpose of this policy is ensure that any exclusions that are issued are legal, moral and reasonable based on the presumption that all other alternatives to exclusion have been considered.
- 1.3 The suspension of a pupil will be addressed within the context of the Pupil Concern Tracking Sheet (Appendix 1).
- 1.4 A pupil may only be suspended or excluded on disciplinary grounds. They may be suspended for one or more fixed periods or excluded permanently. A fixed-period suspension does not have to be for a continuous period.

2 Scope

- 2.1 This policy covers all the schools within Ironstone Academy Trust.

3 Responsibilities

- 3.1 According to Section 51A of the Education Act 2002 only the Headteacher of school can suspend or exclude a pupil. Therefore, within Ironstone Academy Trust, only the Headteacher or in the absence of the Headteacher, an Acting Headteacher or

delegated Deputy / Assistant Headteacher may authorise any suspension or exclusion. In an instance when a school has an Executive Headteacher and a Head of School, the most senior leader present at the time the incident is investigated will authorise the suspension or exclusion. Any incidents which may warrant a permanent exclusion MUST be discussed with the CEO of the Trust prior the sanction being issued.

3.2 Clearly defined legal responsibilities in relation to pupil suspensions and exclusions are set out in the DfE statutory guidance document "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - September 2022 which should be referred to in all cases.

3.3 Responsibilities of the Headteacher (or designated leader see 3.1)

3.3a Whenever a Headteacher suspends or excludes a pupil they must, without delay, notify parents of the period of the exclusion. They must provide parents with the following information in writing:

- The reason(s) for the suspension or exclusion;
- The period of a fixed-period suspension or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the exclusion to the Trust Board and how the pupil may be involved in this;
- How any representations should be made; and
- Where there is a legal requirement for the Trust Board to consider the exclusion, that parents have right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- There is also a duty to notify VHS & Social Worker where the child is LAC (Looked After Child)) of any suspensions, following locally agreed procedures

More detailed information can be found in the aforementioned DfE guidance document.

3.3b The Headteacher must also notify the local authority (following locally agreed procedures), CEO, Safeguarding Officer, Chair of the Trust Board and Chair of the Local Governing Body of any suspensions or exclusions. Notifications must include the reason(s) for the exclusion or the duration of any fixed-period suspension.

3.3c In the case of a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the Headteacher must also

notify the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

3.4 Responsibilities of the Trust Board or Interim Advisory Board

3.4a The Trust Board must consider the reinstatement of an excluded pupil within **15 school days** of receiving notice of the exclusion if:

- The exclusion is permanent;
- It is a fixed-period suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;
- It would result in a pupil missing a public examination or national curriculum test.

3.4b If parents make representations against the fixed-period exclusion of more than five but less than 16 school days in the term, the Trust Board must consider whether the pupil should be reinstated within **50 school days** of receiving the notice of exclusion.

3.4c Where an exclusion or suspension would result in a pupil missing a public examination or national curriculum test, the Trust Board must, where practical consider the exclusion before the date of the examination or test.

3.4d Within 14 days of a request, the Trust Board must provide to the Secretary of State and the local authority, information about any exclusions within the last 12 months.

4 Reasons for Pupil Exclusions

4.1 Pupils may be excluded from school for one of the following reasons (the list is by no means exhaustive, but provides examples of seriously unacceptable behaviours):

4.1 a Physical assault against pupil includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

4.1 b Physical assault against adult includes:

- Violent behaviour
- Wounding
- Obstruction and jostling

4.1 c Verbal abuse / threatening behaviour against pupil includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

4.1 d Verbal abuse / threatening behaviour against adult includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

4.1 e Bullying includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying

4.1 f Racist abuse includes:

- Racist taunting and harassment
- Derogatory racist statements
- Potentially offensive language that can be attributed to racial characteristics
- Racist bullying
- Racist graffiti

4.1 g Serious Sexual misconduct includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

4.1 h Drug and alcohol related misconduct includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking

- Alcohol abuse
- Substance abuse

4.1 i Damage Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti

4.1 j Theft includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

4.1 k Persistent disruptive behaviour includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

4.1 l Other Actions that are likely to compromise the safety or effective running of the school includes

- Possession of a dangerous or prohibited item that may put at risk the well-being or education of others - items to include, but not be limited to, a firework, a covert recording device an item likely to cause distress to others on religious or cultural grounds.
- Deliberately setting off a fire alarm for reasons other than the presence of a fire
- Refusing to apply a mandatory piece of safety equipment (in instances other than when the pupil is exempt) or deliberately coughing or spitting towards a person in a manner that may spread a virus

4.2 Suspensions or exclusions should not be used for pupils for

4.2 a Incidents such as failure to do homework

4.2 b Poor academic performance

4.2 c Lateness or truancy

4.2 d Pregnancy

- 4.2 e Breaches of school rules or rules on appearance (for example, relating to jewelry, body piercing, hairstyles etc.), except where these are persistent and in open defiance of such rules.
- 4.2 f Punishing pupils for the behaviour of their parents, for example where parents refuse, or are unable to attend a meeting.
- 4.3 A decision to suspend or exclude a pupil should be taken only:
 - 4.3 a in response to serious breaches of the school's behaviour policy, and
 - 4.3 b if being allowed to remain in school the pupil would seriously harm the education or welfare of that pupil or others in the school.
- 4.4 A decision to exclude a child permanently is a serious one. It will usually be the last resort in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It may also be an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil for a first or one-off offence. These might include (the list is by no means exhaustive):
 - 4.4 a serious actual or threatened violence against another pupil or a member of staff
 - 4.4 b sexual abuse or assault
 - 4.4 c supplying an illegal drug
 - 4.4 d carrying an offensive weapon

5 Factors to be considered before making a decision to exclude

- 5.1 Suspension and exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to suspend or exclude a pupil, either permanently or for a fixed period, the Headteacher should:
 - 5.1a ensure that an appropriate investigation has been carried out
 - 5.1b consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the SEND (Special Educational Needs and Disability) Code of Practice 0-25 years, the Children and Families Act 2014 and the Equality Act

2010

5.1c allow the pupil to give his/her version of events

5.1d check whether the incident may have been provoked or a reaction to extenuating circumstances, for example by bullying or by racial or sexual harassment.

5.1e if necessary consult others, but not anyone who may later have a role reviewing the Headteacher decision, for example, a member of the Trust Board who may be part of an exclusions panel. For an exclusion, Headteachers MUST contact the CEO for advice prior to exclusion being issued.

5.2 If satisfied that, on the balance of probabilities, the pupil did what he/she is alleged to have done, the Headteacher may suspend or exclude the pupil.

5.3 A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

5.4 Where a pupil has received multiple suspensions or is approaching the legal limit of 45 school days of fixed-term suspension in an academic year, Trust Senior Leaders and Trust Board Members should consider whether exclusion is providing an effective sanction. This will take place at a Trust Board review meeting when discussing pupils who have had more than 15 days suspension over a term.

5.5 Headteachers should use the Pupil Concern Tracking Sheet (Appendix 1) to identify the stages in within this policy and consider whether all options have been exhausted before the decision to suspend or exclude is taken. A list of alternatives to suspension or exclusion can be found in Appendix 2.

5.6 Where a decision is made to permanently exclude a pupil, the Headteacher should prepare a statement explaining their reasons, evidence and rationale in the format as set out in Appendix 3.

6 Length of Fixed Period Suspensions

6.1 The regulations allow Headteachers to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year. However, individual suspensions should be for the shortest time necessary, bearing in mind that

suspensions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Evidence suggests that one to three days is often long enough to secure the benefits of suspension without significant adverse educational consequences. Suspensions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite suspension, for which no legal arrangements exist.

6.2 The school's obligation to provide education continues while the pupil is on roll, and must be met during a fixed-term suspension. In all cases of more than a day's suspension, work should be set and marked. A Headteacher considering whether to exclude a pupil for a longer period, for example for more than 6 school days, should plan:

6.2a how the pupil's education will continue during the period of exclusion

6.2b how the time might be used to address the pupil's problems

6.2c what educational arrangements will best help with the pupil's reintegration into the school at the end of the exclusion.

7 Lunchtime Suspension

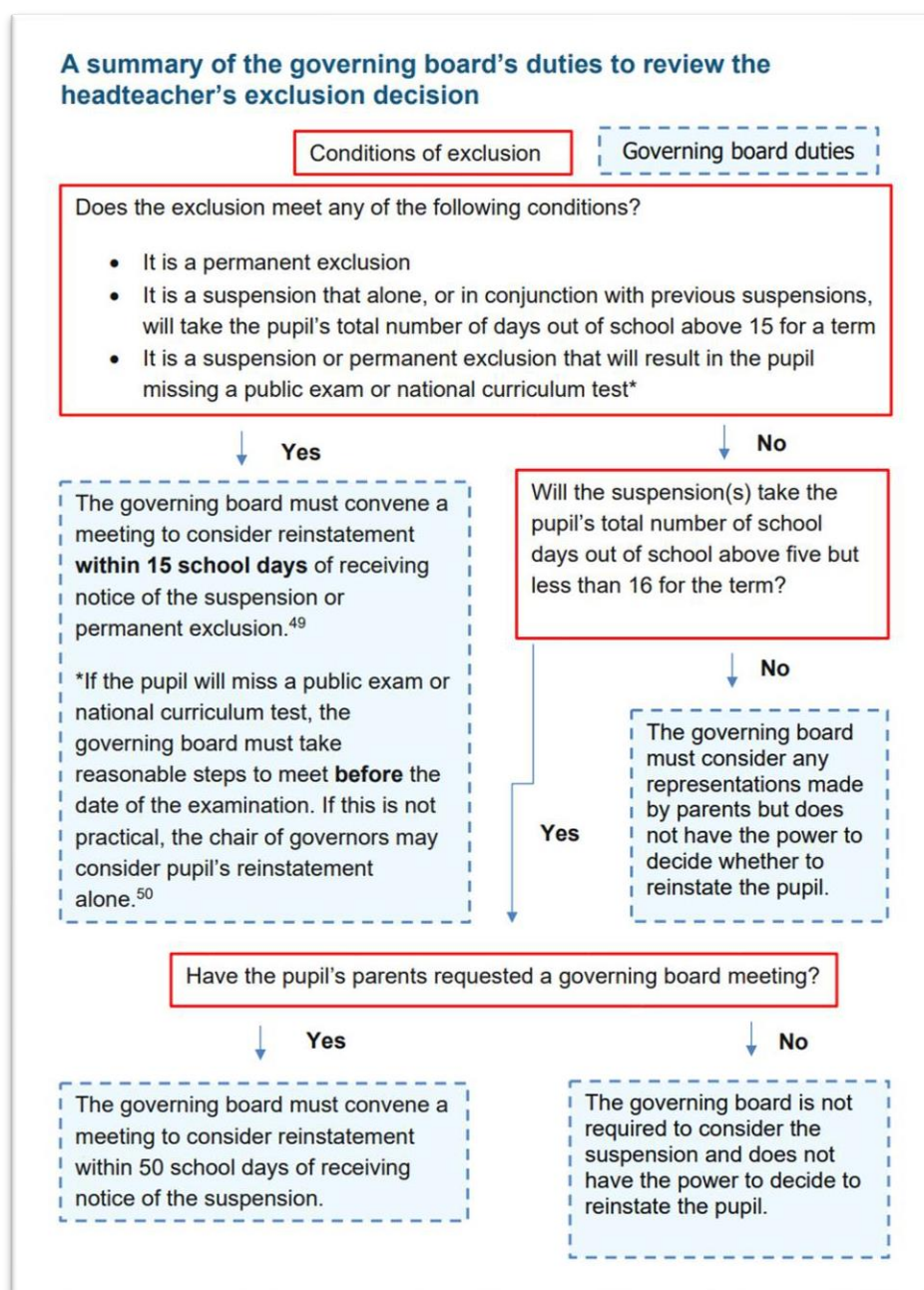
7.1 Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. A lunchtime suspension is a fixed-period suspension (equivalent to one half school day) and should be treated as such, and parents have the same right to be given information and to appeal. A lunchtime suspension for an indefinite period, like any other indefinite suspension, would not be lawful. Arrangements should be made for pupils who are entitled to free school meals. This may mean providing a packed lunch.

7.2 The Secretary of State does not expect to see lunchtime suspension used for a prolonged period. In the long run another strategy for dealing with the problem should be worked out.

8 Parental Co-operation

8.1 If a parent refuses to cooperate with a formal suspension or exclusion by sending the child to school, or by refusing to collect or arrange collection of him or her at lunchtime, the school must have due regard for the pupil's safety in deciding what action to take. A suspension or exclusion should not be enforced if it puts the safety of the pupil at risk. If efforts to resolve the issue with the parents are unsuccessful, the school should consider whether to contact the Local Authority and seek the advice of the LA (Local Authority) about available legal remedies.

9 Procedures for Review and Appeal



9.1 The Trust Board must establish arrangements to consider all permanent exclusions from the school, all suspensions which would lead to a pupil being suspended for over 15 days in a school term, and exclusions or suspensions which would result in the pupil missing a public examination or national curriculum test.

9.2 The Trust Board consideration meeting must take place within 15 school days of being informed that the exclusion has taken place.

- 9.3 In the case of a suspension which would result in the pupil missing a public examination or national curriculum test, where practical the Trust Board consideration meeting should take place before the examination/test date.
- 9.4 The Trust Board must also establish arrangements to review fixed-period suspensions that would lead to a pupil being excluded for over five days but not more than 16 days in a school term, where the parent has expressed a wish to make representations. This consideration meeting must take place within 50 school days of being informed that the exclusion has taken place.
- 9.5 The Panel will decide whether or not to reinstate the pupil, if appropriate, or whether the Headteacher's decision to suspend or exclude the pupil was justified. In reaching a decision on whether or not a pupil should be reinstated, the Panel will consider whether the decision to suspend or exclude the pupil was lawful, reasonable and procedurally fair, taking account of the Headteacher's legal duties and any evidence that is presented to them in relation to the decision.
- 9.7 Where parents request it, the Trust must make arrangements for an Independent Review Panel to hear an appeal against a permanent exclusion where the Panel does not direct reinstatement.
- 9.8 The focus of the Independent Review Panel will be to decide whether there are sufficient grounds for them to direct or recommend to the Trust that they reconsider their decision to uphold the exclusion.

10 Procedures Following Permanent Exclusion

- 10.1 In the case of a permanent exclusion, the pupil remains on roll at the school until any appeal is determined.
- 10.2 For permanent exclusions, the local authority must arrange suitable full time education for the pupil to begin no later than the sixth school day of the exclusion. In addition, where a pupil has an EHC (Education, Health and Care) plan, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement. This will be the home local authority in cases where the school lies within another local authority.
- 10.3 The Trust Board must ensure that a pupil's name is removed from the school roll if;

- 15 school days have passed since the parents were notified of Panel decision not to reinstate the pupil and no application has been made for an independent review panel; or
- The parents have stated in writing that they will not be applying for an independent review panel

10.4 Where an application for an independent review panel has been made within 15 school days, the school must wait until the review has been determined, or abandoned, and until the Trust Board has completed any reconsideration that the panel has recommended or directed it to carry out, before removing a pupil's name from the register.

11 Procedures Following Fixed-Term Suspensions

11.1 For a fixed-period suspension of more than five school days, the Headteacher must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth school day of the suspension. Where a child receives consecutive fixed-period suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty.

11.2 A reintegration meeting with parents following the expiry of a suspension will be arranged. Parental co-operation with the school at this point is essential. If the reintegration meeting follows a pattern of behaviours then the school should seek to establish what new strategies or support can reduce the risk of a further recurrence or deterioration in behaviour by establishing the cause of the behaviour, responding appropriately by commissioning appropriate additional support, personalising a risk assessment/behaviour or pastoral plan, modifying provision.

11.3 A suspension should not be extended if a reintegration meeting cannot be arranged in time or the parents do not attend.

12 Behaviours Outside School

12.1 The behaviour of pupil's outside school, on school business such as school trips, transport, or sports fixtures is subject to the school's behaviour policy. Bad behaviour in these circumstances should be dealt with as if it had taken place in school.

12.2 For behaviour outside school, but not on school business, a Headteacher may suspend or exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a

whole. This will be a matter of judgment for the Headteacher. A pupil's behaviour in the immediate vicinity of the school or on a journey to or from school can be grounds for suspension or exclusion.

13 Pupils with Special Educational Needs and/or Disabilities (SEND)

- 13.1 Statutory guidance on identifying, assessing and making provision for pupils with SEND, including those with behavioural, social and emotional needs, is given in the SEND Code of Practice 0-25 years and Headteachers must have regard to this guidance when making any decisions regarding suspension or exclusion.
- 13.2 Ironstone Academy Trust has a statutory duty to do their best to ensure that the necessary provision is made for any pupil who has SEND.
- 13.3 Other than in the most exceptional circumstances, schools should avoid permanently excluding pupils with an Educational Health Care Plan (EHCP).
- 13.4 Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs or a pupil with an EHC plan it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This could include requesting an early annual review or interim/emergency review. Schools should try every practicable means to maintain the pupil in school.
- 13.5 Where a child is permanently excluded, the Headteacher should use the period between the exclusion decision and the meeting of the Panel to work with the local authority to see whether more support can be made available or whether the EHC plan can be changed to name a new school. If either of these options is possible, the headteacher should normally withdraw the exclusion.
- 13.6 It is extremely important that the parents of children with SEND who are excluded from school receive advice on the options available for their child's future education. Schools might usefully advise parents that advice and information on SEND is available through their local SEND Parent Partnership.
- 13.7 Schools have a legal duty not to discriminate against disabled pupils by excluding them from school because of their disability. This applies to suspension and permanent exclusions.
- 13.8 The Children and Families Act 2014 makes it clear that the definition of disability in the Equality Act 2010 is the same as that within the SEN (SPECIAL EDUCATIONAL NEEDS) Framework. Which says that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to

carry out normal day-to-day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as specific learning difficulties, autism, and speech, language and communication impairments.

13.9 Schools are required to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers. What constitutes a reasonable step will depend on the circumstances of each case.

13.10 Where parents dispute the decision of the Panel not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-term or permanent exclusion, parents can also make a claim to the First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination, or the County Court for other forms of discrimination.

14 Equality

14.1 The Equality Act 2010 states that it is unlawful for a school to discriminate against a pupil by treating them less favourably because of their, sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity ("protected characteristics"). It is also unlawful for a school to discriminate against a pupil because of their association with someone with a protected characteristic, such as a parent. Or to discriminate against a pupil who is believed to have a protected characteristic, even if they do not.

14.2 Headteachers and Trustees involved in exclusion decisions or appeals are required to ensure that they are aware of and have followed the relevant guidance within the Equality Act 2010 to ensure that the pupil is not being treated less favourably than his/her peers because of a disability or protected characteristic.

14.3 Whilst the basis of the equality duties for schools within the Equality Act and the Children and Families Act 2014 is rooted in equal treatment of all, for disabled pupils, schools may and often must, treat them more favourably.

14.4 Pupils should be enabled and encouraged to participate at all stages of the suspension or exclusion process, taking into account their age and ability to understand.

15 Children Looked After

15.1 Children in public care are especially at risk of low attainment in school. Schools should be especially sensitive to exclusion issues where looked after children are concerned and should try every practicable means to maintain the child in school. Schools should co-operate proactively with foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head.

15.2 In cases where a looked after child is suspended or excluded, anyone who is seen as a parent will have the right to make representations and to appeal. The definition of a parent for the purposes of the Education Acts is broadly drawn and includes a person who has parental responsibility (including the local authority where they have a care order in respect of the child) and any person (for example, a foster parent) with whom the child lives. These are in addition to the child's birth parent(s). This means that there could be more than two people whom the school has to notify about exclusions and who will have the right to make representations and appeal.

15.3 Even where the local authority does not have parental responsibility, the child's social worker should be informed about any suspension or exclusion. The designated teacher for looked-after children will be able to advise on the legal status of pupils in public care in the school.

16 Equality Statement

16.1 Those within Ironstone Academy Trust who have responsibilities defined within this policy will carry out their duties with regard to the Trust's Equality Statement and commitment to abide by the Equality Act 2010: accepting our legal duty to ban unfair treatment and achieve equal opportunities in the classroom, the workplace and in wider society. We have regard for our duty to:

- o Eliminate unlawful discrimination, harassment and victimisation
- o Advance equal opportunity
- o Foster good relations

17 Contacts

For advice on the content of this policy, please contact:

The Chief Executive Officer: Carl Faulkner

Appendix 1

Pupil Concern Tracking Sheet

Child Name:

School:

Year Group:

Date Commenced:

	Movement Levels	Concerns and Evidence (include dates)	Strategies/Support and Intervention	No further action or move to next stage
Green	Concern identified and monitored. Staff meet Parents/Carers. Review date set			
Blue (Pupil now at risk of part time timetable or exclusion)	If no improvement: Share issues with the Trust Panel. Set new strategies/support and intervention. Staff meet Parents/Carers. Review date set.			
Amber (Pupil now may be on a part time timetable and had some exclusions)	If no improvement: Go back to trust panel to discuss further strategies. Eg part time timetable, education off site, exclusion being used to safeguard others Staff meet Parents/Carers. Review dates in place. LA informed that there is a pupil at risk.			
Red (Pupil now at risk of permanent exclusion)	Trust Panel is fully involved. LA has oversight of the issues. Full and long term intervention in place. Eg managed move, respite placement			
Permanent Exclusion	CEO/Trust Board decision to permanently exclude			

Appendix 2 Alternatives to Suspension and Exclusion

Suspension and exclusion should not be used if there are possible alternative solutions available. In seeking to prevent exclusions, schools should adopt a graduated response. This graduated response is detailed in the Pupil Concern Tracking Sheet (Appendix 1).

When students move from one wave of support/intervention to another the reasons for the change, the specific details of the change and the intended outcomes should be recorded.

If the move to a new wave of intervention includes the student accessing an external or alternative provision, then appropriate risk assessments (for transport and accessing the external provision). All arrangements for safeguarding including the reporting and recording of attendance at an alternative provision should adhere to Trust's Safeguarding and Attendance policies. The Alternative Provider should be registered.

Examples of alternatives to exclusion that the school may want to try include:

(Blue Level) Internal suspension which can be used to diffuse situations that occur in school that require a pupil to be removed from class but may not require suspension from the school premises. This could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods

(Amber Level) Respite or Alternative Provision can be initiated on a short term basis. If respite or alternative provision is initiated the school must follow all safeguarding procedures and make regular visits in order to check continued student safety.

(Amber Level) Period of reduced timetable. Students can be placed on a temporary part-time timetable. If a part time timetable is initiated the appropriate Curriculum & Standards Hub Committee must be informed – and the proforma in appendix 5 completed to be shared.

(Red Level) Long term AP (Alternative Provision) or a managed move: if the school feels that it can no longer manage the behaviour of a particular pupil, the school may ask another school or provider to take over his or her education. This should only be done with the full knowledge and cooperation of all parties involved, including the parents, MAT (Multi Academy Trust) and the LA, where it is in the best interests of the pupil concerned. Parents should never be pressured into removing their child from school under threat of a permanent exclusion, nor should pupils be deleted from the school roll to encourage them to find another school place. Section 9 of the Education

(Pupil Registration) Regulations 1995 details the only lawful grounds for deleting a pupil's name from the school roll.

Appendix 3 Format for Headteacher's Statement

Statement: Decision to Permanently Exclude

1. Explain the Context/Student facts and background

2. Describe the incident(s) chronology and the measures school have put in place to support the student.

3. Describe the process of the investigation into the incident(s) and how you are confident that the process is complete

4. Link the incident chronology to the legislation

5. What are the alternatives to Permanent Exclusion and why do they not represent a more appropriate course of action?

6. Summarise statement

Appendix 4 Part Time Timetable Arrangements – CONFIDENTIAL

Child Name:	
Year Group:	
SEND Information:	
Social Care Involvement:	
Planning Meeting Date:	
Planning Meeting Attendees (Must include a parent / carer):	

Reasons a Part Time Timetable are being considered:

How will the child's education continue effectively during this time?

How will the child's time be built back up to full time? What is reintegration plan?

What additional support is being provided to the child to aim towards successful full time education?

Agreements		
Parental	School	Other Relevant Professionals:
Name:	Name:	Name:
Signed:	Signed:	Signed:
	Position:	Position:

