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POLICY GUIDANCE ON PLANNING BUILD-UP TIMETABLES

**getting
it right**
for every child

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When should a Build-Up Timetable be considered?

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.(See SBC Home Tuition Guidelines)
- Where a child or young person has significantly disengaged with school and there is a significant impact on their learning

A build up timetable Stage 3 of SBC Framework for Staged Intervention and should only be considered after strategies at Stages 1 and 2 have been exhausted.

It should only be considered as a short term intervention and where there is a clear vision or rationale to re-track a pupil into the mainstream school community.

The purpose of a build-up timetable is to:

- build a temporary, part-time bespoke support package around the needs and interests of the young person
- create a safe, consistent environment with familiar staff
- help the young person to re-engage and build up to full time attendance
- foster trust and improved relationships with key adults
- promote improved communication and partnership working with parents/carers and partner agencies

Key points:

- A build-up timetable should be a response to a Meeting Around The Child or Young Person (MAC)
- A parent/carer must consent to a build-up timetable and this should be recorded in the minutes of a meeting.
- Decisions should be made with the child or young person, parent/carers and other multi-agencies involved with the child and young person
- The timetable should be for a limited period. The suggested maximum length of a build-up timetable is 6 - 8 weeks.
- Any part-time timetable arrangements should be regularly reviewed every 2 – 4 weeks.
- The objectives of any part-time timetable should be clearly understood by all parties
- A parent/carer must be clear they are taking responsibility for the pupil when he/she is not in school and guarantee that the pupil will be supervised off site.
- Attainment, achievement and attendance must be monitored, tracked, recorded and reviewed throughout.

Considerations before planning:

- Maintaining a sense of belonging to the school is essential and the use of the school campus should be prioritised.
- Planning for the reintroduction of classes to the timetable should ensure opportunities to identify and address gaps in learning and to ensure coverage of topics, learning themes and learning opportunities missed are addressed.
- A commitment to maintaining and sustaining the planned timetable is important and it must be recognised that interventions take time to work. Setting a date at the outset for review and avoiding reactive responses to initial challenges are key to maintaining this as a strategic intervention.
- Pupil voice should be integral to the plan – [Person Centred Planning](#) may support this, or your Educational Psychologist may be able to support or advise on this.
- The impact of a 'build-up' or alternative timetable on the home life of the pupil should be taken into account and carefully considered. It should not put a pupil or family at greater risk i.e. any child protection concerns or care placements.
- External Partners - The risks around using external partners to support the timetable should be carefully considered. Are they a sustainable option? Do they have a clear, agreed educational outcome? Is there a shared understanding of what success will look like for the child / young person? What are the expected/anticipated timescales? Are they PVG checked, CP trained? How will attendance/nonattendance be recorded and shared to ensure safeguarding? How will they report on progress towards the agreed outcome/ target? Are there hidden costs or transport implications?

Planning the timetable

- The alternative timetable should be planned to build on the child or young person's curricular strengths and the positive relationships they have in school from the beginning.
- Literacy, numeracy and health and wellbeing should be fully incorporated into any alternative timetable offered.
- Restorative approaches and opportunities for restoring relationships should be planned into the timetable.
- The responsibility for planning work and activities remains with school – this includes class teachers, subject teachers, SfL and Pastoral staff.
- The timetable needs to be clearly communicated with all staff.
- Add opportunities to build and develop confidence and self-worth through reaching set targets, recognising and celebrating achievement.
- Tracking and monitoring of progress in learning should be maintained including in the wellbeing indicators.
- Recording on SEEMIS should reflect the true picture of the educational provision and prioritise the safeguarding of the child or young person.