

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

Report of the Director of Education, Leisure and Lifelong Learning Andrew Thomas

Matter for Decision

Wards Affected: All

Pastoral Support Programmes.

Purpose of the Report

- To provide Members with feedback on the consultation with stakeholders regarding the *Guidance for schools on the use of Pastoral Support Programmes, Reduced Timetables and Alternative Provisions*.
- To request Members' approval to formally adopt the final guidance to enable schools to better support children and young people who may be at risk of disengagement from education, in receipt of a reduced timetable and/or accessing support from alternative providers

Executive Summary:

This report will provide Members with information on the guidance following consultation with stakeholders and to request permission to formally adopt the final guidance.

Background:

The Welsh Government (WG) guidance, *Inclusion and Pupil Support* (2016), outlines the framework within which schools should implement a Pastoral Support Programme (PSP). *Exclusion from Schools and Pupil Referral Units* (WG 2019) also references the use of PSPs when educating and reintegrating excluded pupils.

Within the guidance Welsh Government define a PSP as a 'school-based intervention to help individual pupils to better manage their behaviour and to identify any support mechanisms which need to be put in place. The PSP should identify precise and realistic behavioural outcomes for the child to work towards.' (WG 2016, p.101).

In regards to reduced timetables, the guidance is intended to support all Neath Port Talbot schools in their appropriate use. It is in place to support both pupils and schools within the current legal and safeguarding framework.

The Local Authority has a responsibility to monitor the use of PSPs and reduced reduced timetables, along with the safeguarding related to the use of alternative providers by schools, in the role of 'checking the checker'. The guidance sets out how this will be carried out.

The existing Neath Port Talbot guidance was reviewed to ensure it reflected changes in new legislation, need and practices. This has included taking into consideration the new Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET), a focus on person centred planning (PCP), increased evidenced based research on supporting young people with social, emotional and behavioural difficulties (SEBD) and trauma informed practice.

Response to Consultation.

Following members approval, the guidance went out for consultation to all schools and relevant services and officers. A group of young people at risk of exclusion were also involved in a discussion around the guidance and support in school. For them the most important aspect was ensuring they had a voice in outcomes and understanding what they needed to do to achieve the outcomes. In total the consultation received 6 responses, many of a similar theme, which included how the guidance links with ALNET and the role of other services, see **Appendix 1** for consultation responses.

The new guidance (**Appendix 2**) has been amended following the consultation and provides clear information and support for schools in developing a PSP, the use of reduced timetables and the intervention of alternative providers. The guidance is in the process of being translated into Welsh. To ensure successful outcomes the PSP must have a multi-agency approach, this is highlighted in the new guidance where clear lines of responsibility can be formalised. The guidance also sets out

clear local authority monitoring procedures which will fulfil safeguarding duties.

Children and young people's participation and the rights of the child are central to the PSP process. To ensure the best possible outcomes for learners, training will accompany the PSP on how to facilitate the PSP process using a person centred, relational and trauma informed approach.

Financial Impacts:

No impact

Integrated Impact Assessment:

A First Impact Assessment has been completed (**Appendix 3**).

Valleys Communities Impacts:

The guidance applies to all schools.

Workforce Impacts:

Positive. Further staff training and professional development will be implemented when the guidance is formally adopted.

Legal Impacts:

Positive. The new guidance incorporates new statutory legislation and further strengthens our safeguarding arrangements.

Consultation:

Consultation was undertaken with stakeholders.

Recommendations:

That Members approve the new PSP, Reduced Timetable and Alternative Provider Guidance be formally adopted.

Reasons for Proposed Decision:

The updated guidance will further strengthen arrangements and monitoring of provision for learners at risk of disengagement.

Implementation of Decision:

Decision to be implemented after the three day call in.

Appendices:

Appendix 1: PSP Consultation Responses.

Appendix 2: Guidance for schools on the use of Pastoral Support Programmes, Reduced Timetables and Alternative Provisions.

Appendix 3: First Stage Impact Assessment.

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Appendix 1.

PSP Consultation Response May 2022.

The consultation received 6 responses in total. Many of the responses received were of a similar theme and have been grouped as follows (**Answers to queries are in bold**):

Education Welfare Officer (EWO) Involvement

The capacity of the EWO Service to attend all PSP meetings was queried. 'The need to discuss PSPs with EWO first implies that all PSPs are linked to attendance and reduced timetables which isn't the case'. Attendance of the EWO Service only when the child/young person has attendance issues was suggested.

The document will be amended to state EWOs will be invited to meetings when attendance is an issue.

Reduced Timetables

Clarity was asked on the use of PSPs in all cases when reduced timetables are used- 'is it for all pupils on a reduced timetable regardless of why they are on it'. 'Will support for young people with anxiety, for example open to Child and Adolescent Mental Health Services (CAMHS), but on a reduced timetable have to have a PSP?'

The guidance implied the Local Authority (LA) authorise reduced timetables (pg. 6)

Greater clarity asked on definition does it include- 'flexi schooling etc Autistic Spectrum Disorder (ASD) needing to come later due to overload? Does this include children who are attending 'specialist' provision for excellence'?

The LA and schools have a duty to monitor the use of reduced timetables, PSPs provide a method for doing this in a structured way. An enhanced section will be added to give example of when a reduced timetable could be used.

Time Scales and Approval

More details regarding the process for PSPs extending for over 3 months. Queries around whether a meeting with the director will be needed and the availability to do this. One response suggested 6 months more reasonable if they have complex needs.

Welsh Government (WG) and Estyn set out responsibility for LAs to monitor the use of PSP and the extended use of reduced timetables. Reduced timetables should only ever be a short term measure and PSPs should be reviewed every 6 weeks.

The guidance will be revised to state that PSPs which include reduced timetables that extend for more than three months must be approved by the LA. This will go through the Pastoral Support Group (PSG) group.

External Service Involvement

Query on where the Single Point of Contact (SPOC) process sits and the ability of schools to get all agencies involved together. Clarity needed on if meeting could go ahead without services attending but just feeding in.

PSPs are not linked to the SPOC process although referrals to SPOC may be an outcome. Work will be done with partners to enable them to understand the PSP process and ensure they contribute to the process. It is vital that partners are involved in particular when environmental factors are impacting on the child or young person.

School

Availability of the Additional Learning Needs Co-ordinator (ALNCo) and senior schools staff was a concern. Highlighted the need to get involvement and input of all staff.

The ALNCo should be aware of the PSP and included in discussions if appropriate. A senior staff member could be a Headteacher, Deputy Headteacher, Assistant Headteacher, Head of Year, Head of Department and schools can use any tools they currently have to get wider staff views

ALN Reform

Clarity needed on how PSPs sit with ALNET, in particular Individual Development Plans (IDPs). Concern about duplicating targets. Pg. 7 clarity on if it is necessary to have a 'developed and reviewed IDP'.

If a child or young person has additional learning needs, as defined in ALNET 2018, which requires additional learning provision (ALP) they will require an IDP which is a statutory document. The PSP does not replace the IDP. WG guidance has not been updated on PSPs since ALNET but a PSP may form part of the planning of ALP. It would be aligned with the IDP, if there is one in place and contribute to some of the IDP outcomes. Short term.

Non Mainstream School

Can the timescales for approval for extended PSP be extended for SEBD provisions where more pupils are likely to be on reduced timetables?

This will remain the same for all schools.

Responsibility for Monitoring PSPs

Clarity needed on who in the local authority will monitor PSPs.

The PSG will play a crucial role in this along with the new deputy education safeguarding officer. Contact details will be shared.

PIPSG- Physical Intervention and Pastoral Support Group

Queries on the composition and remit of this group. Clarity on parents consenting to it being shared with this group.

A statement will be added to the PSP format to cover consent to share. The PSG will now be separate from the Physical Intervention Monitoring Group. Terms of reference and membership will be shared and discussed with schools.

Language

Use of word intervention queried- pg3&7. The PSP is a strategy not an intervention.

WG guidance refers to a PSP as a 'school based intervention' (Inclusion and Pupil Support 2016: p101)

WBS- Wellbeing & Behaviour Service

Query over whether PSPs will become part of criteria for WBS involvement.

No, although if a child/ young person has a PSP because they are at risk of permanent exclusion there is an expectation that the WBS should be aware.

Tools

Add tools to gather views- 4plus1 etc.

Any of the PCP tools available to schools would be useful for this process.



Education, Leisure and Lifelong Learning

Guidance for schools on the use of Pastoral Support Programmes, Reduced Timetables and Alternative Provisions

Autumn, 2022

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Pastoral Support Programmes (PSPs)

Introduction

Welsh Government Guidance *Inclusion and Pupil Support* (Welsh Government 2016) outlines the framework within which schools would implement a Pastoral Support Programme (PSP). Due regard should be given to the guidance on educating and reintegrating excluded child/young persons; contained in *Exclusion from schools and pupil referral units* (Welsh Government 2019).

This document has been created to support schools in preparing a PSP and further develop a consistent approach across Neath Port Talbot.

This guidance is underpinned by our commitment to children's rights and specifically Articles 12 and 29 of the United Nations Convention on the Rights of the Child (UNCRC). Article 12 states that children and young people have a right to say what they think should happen when adults make decisions that affect them and have their opinions taken into account. Article 29 states that a child or young person's education should develop their personality and abilities as much as possible. It also encourages respect of others rights and values.

Purpose of the Pastoral Support Programme (PSP)

A PSP is a time limited school-based intervention that is designed to support children and young people (CYP), at risk of disengagement and/or exclusion, when existing school interventions/strategies have not been effective.

The PSP is developed using a multi-agency approach and includes engagement from the CYP and parents/carers.

A PSP should identify need, support mechanisms and strengths to set realistic, achievable outcomes. They will need to be time limited and regularly reviewed. Welsh Government guidance states reviews should be at least every **six weeks** and more frequently initially, to ensure that it remains relevant to the child/young person's needs. It should be overseen by a nominated senior school member of staff and the school's Additional Learning Needs Co-ordinator (ALNCo) should be made aware and where appropriate included in discussions.

Any arrangement for a reduced timetable (part-time provision) or alternative provision must be established through a PSP, (see section on Reduced Timetables Page 14 and Alternative Provisions Page 22).

The PSP can support children and young people with additional learning needs, in particular those with behaviour emotional and social development needs, this

can include children and young people who are withdrawn and disengaged and/or displaying unregulated behaviours.

A PSP does not replace the statutory guidance outlined in The Additional Learning Needs Code for Wales 2021, although it may form part of planning for children and young people with ALN. It should align and contribute to the Individual Development Plan (IDP) outcomes, if there is an IDP in place. The Equality Act (2010) states clearly that schools are required to make reasonable adjustments to all aspects of school life, including identifying anticipatory need and reviewing behaviour policy and practice.

All schools will have received training on the impact of adverse childhood experiences (ACEs) and trauma on children and young people's capacity to self-regulate. It is important that for those children and young people the PSP must be trauma-informed.

The PSP is a valuable tool for identifying need and building on strengths, so that children and young people can experience success within education and are able to achieve.

The Pastoral Support Programme as a Collaborative Process

An effective PSP is one that has been produced in collaboration through a constructive planning meeting with the child/young person, the family and other relevant external support agencies.

In the first instance, the school will need to organise a meeting to discuss the PSP. The Education Welfare Officer (EWO) must be involved when attendance is an issue or there is a reduced timetable. Other attendees should include representatives of any other relevant agencies/services, the parent/carers or carers and involve the child/young person where appropriate.

Outcomes within the PSP need to be driven by actions set for all the stakeholders involved to ensure a holistic approach. PSPs are not effective when they are experienced by child/young persons and families as a strict sanction with unrealistic targets imposed on them.

Recognising different roles:

The School

The school has the primary responsibility for identifying when a PSP is needed. They have the responsibility to:

- Nominate a senior member of staff to oversee the development, implementation and review of the PSP.
- Hold regular reviews of the PSP at least every 6 weeks and more frequently initially.
- Support the outcomes identified in the PSP.
- Ensure their safeguarding policy and procedures are implemented and arrangements are put into place to monitor the child/young person's safety in all arrangements.
- Involve the Additional Learning Needs Co-ordinator (ALNCo) in discussions and inform all other relevant school staff of the development of any PSP.
- Send a copy of the signed PSP to the Local Authority upon its agreement to psp@npt.gov.uk

The Local Authority

The Local Authority has a responsibility to monitor the use of PSPs. Copies of PSPs must be forwarded to the Local Authority. The PSP Monitoring Group will meet on a termly basis.

Support Agencies

In constructing a PSP, schools should liaise with all relevant agencies and consolidating planning and monitoring meetings wherever possible. Partner agencies could include:

- The Wellbeing and Behaviour Service
- Support for Learning Team
- Educational Psychology Service
- Education Welfare Service
- School Based Counselling Service
- Health Services
- Housing Services
- Team Around the Family
- Careers Wales
- Children and Young People's Services
- Youth Justice and Early Intervention Service
- Parenting Team
- Youth Service
- Any third sector organisation providing support
- Education Support Service
- Vulnerable Learners Service

Involvement from relevant partners are key to ensuring holistic support needs are identified and outcomes shared. This will give the best possible chance of success.

The Family

Involving the family is an important part of the process. Where this is difficult advice can be sought from the Inclusion Service or any other relevant service, as appropriate. Parent/carer views must feed into the process and they should agree and sign the final PSP. It may be necessary to hold an additional meeting with a smaller number of participants to ensure parents/carers feel comfortable to communicate their views.

The Child/Young Person

The most important person to be actively involved in the PSP process is the child or young person. Their voice should be evident within their PSP. A member of staff who has a good relationship with the child/young person should work with them to enable them to contribute. This could include working with them to express their views, identify their strengths and formulate solutions to inform outcomes.

The Stages of a Pastoral Support Programme

The PSP should be led by a senior member of school staff and/or the ALNCo. This professional will then co-ordinate each of the following stages:

Stage One: Deciding on a PSP

The needs of the child/young person should already have been assessed and a graduated response adopted, drawing on a range of internal expertise within the school and external support. If a child/young person has ALN it is expected that there will be at least one developed and if possible reviewed Individual Development Plan (IDP) unless there has been a sudden change in circumstances and need. If the reason for the PSP is because the child/young person is at risk of permanent exclusion then the Wellbeing and Behaviour Service should be made aware.

Stage Two: Information Gathering

Before convening the PSP meeting, the co-ordinator will have to collate information to inform the plan. This should include:

- Evidence from school staff
- Child/young person contribution
- Parent/carer contribution

- Evidence of all existing and previous interventions, including any IDP.
- Summary of current support from any agency involved.

Stage Three: Organising the meeting

A planning meeting should be arranged with sufficient notice so that all relevant professionals can attend. If parents/carers are attending then a suitable venue/room should be identified to ensure it is as comfortable as possible.

The child/young person should be asked which adult, in addition to their parent/carer, they would like to attend in order to represent their views.

Stage Four: Conducting the meeting

The agenda for this meeting is set by the PSP itself. Everyone present should have the opportunity to contribute to the plan as it develops during the course of the meeting.

Consideration should be given to the range of factors which could be impacting on the child/young person when developing the plan. These could include:

- Health/Disability
- Child/young person wellbeing/mental health
- Adverse Childhood Experiences (ACEs)
- Home circumstances
- Learning needs and attainment levels
- Educational history
- Significant personal relationships
- Relationships with staff and fellow children/young people
- Significant events
- Individual perceptions of all involved
- Specific behaviours and any patterns
- Attendance
- Attachment issues

Developing personal, specific and measurable outcomes are essential. The Outcome Sequence is a tool to enable this. The Support Sequence Tool helps explore how to achieve the outcome. (A copy of the Outcome and Support Sequence Workbook can be found below).



Where possible the PSP should be signed and copies shared at the end of the meeting. If not possible the PSP needs to be circulated as soon as possible after the meeting.

Once the PSP has been completed a copy should be emailed to the Local Authority (psp@npt.gov.uk). A record of the PSP is maintained by the school and the EWO (where attendance is an issue), Deputy Safeguarding Officer (if there is a reduced timetable) and monitored by Local Authority PSP Monitoring Group termly.

Stage Five: Review and monitoring

All PSPs should be reviewed every six weeks and more frequently initially. A copy of the review should be sent to the Local Authority (psp@npt.gov.uk).

A member of staff, with whom the child/young person has a good relationship, will meet the child/young person frequently to review progress towards the PSP. This will give the child/young person the chance to identify what is working and what is not working. These reviews should be weekly and be conducted in a solution focused/outcomes focused way.

The co-ordinator will need to contact parents to discuss options if the school feels the plan needs amending between review periods.

At the end of the review process the impact of the PSP should be evaluated and next steps considered. This could include:

- Continue with PSP where there is evidence that progress is made and interventions are effective;
- Adapt or amend the PSP to meet need;
- Ceasing the PSP as outcomes have been achieved;
- Discussing next steps with the relevant professionals.

Pastoral Support Programme Initial Meeting					
Child/young person's Name					
Child/young person's Date of Birth					
School					
UPN		FSM Y/N		CLA Y/N	
School IDP Y/N		LA IDP Y/N		ALN Need	
Attendance %		Number of exclusions		Number of days excluded	
Date of Meeting:					
PSP School Lead					
Meeting attendees:					
Reason for PSP? (objective summary from all perspectives)					
Previous strategies and interventions? (refer/attach any supporting documentation)					
What is working? (Focus on strengths and current success. Use feedback from family, child/young person and other agencies)					

What is the positive change I want to achieve? (Targets need to be specific, measurable, achievable, realistic & time based- SMART & solution focused, child/young person's views.)

1

2

3

The school agrees to: (Proactive- what changes are needed to support. Reactive- how will setbacks be managed to ensure safety, reflection & learning)

[Parent/carers name] agrees to: (How can the family help achieve the targets)

Other professionals agree to: (name and agency)

Signed by child/young person

Date:

Signed by school

Date:

Signed by parent/carers

Date:

Review Date

Primary Timetable example

Day	Activity and Venue
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Secondary Timetable example- include activity and venue

Lesson- Wk 1*	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					

*Repeat for week 2 etc.

Pastoral Support Programme School Review Meeting					
Child/young person's Name					
Child/young person's Date of Birth					
School					
UPN		FSM Y/N		CLA Y/N	
School IDP Y/N		LA IDP Y/N		ALN Need	
Attendance %		Number of exclusions		Number of days excluded	
Date of Meeting					
PSP School Lead					
Meeting attendees:					
Summary of progress					
Targets		What are pleased about?		What are we concerned about?	
1.					
2.					
3.					
What have we tried? (Were agreed actions, carried out)					

What have we learnt?			
Outcome of review	Y/N	If yes, explain why	
Continue PSP			
Amend PSP			
Discontinue PSP			
Revised Targets (If applicable)			
1.			
2.			
3.			
Any new agreements (include who is to action)			
Signed by child/young person		Date:	
Signed by parent/carer		Date:	
Signed by school		Date:	
Further Review Date			

Reduced Timetables

Purpose

This guidance is intended to support all Neath Port Talbot schools in the appropriate use of reduced timetables. It is in place to protect both pupils and schools within the current legal and safeguarding framework. This guidance does not refer to the 'staggered' introduction of reception-aged pupils.

Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment, safeguard the wellbeing of all children and young people and reduce the likelihood to the school of allegations made in respect of a failure to educate or use of illegal exclusions.

Schools must ensure that any reduced timetable is time limited and that reintegration to full-time education occurs swiftly and is appropriate to the pupil's personal needs, abilities and circumstances.

Introduction

In exceptional circumstances schools may need to implement a reduced timetable in order to support a pupil who cannot attend school full-time for a short, agreed period (please see PSP guidance). As the pupil's ability to cope improves, unmet needs are addressed and the offer is adapted, the pupil would be reintegrated into full-time education, following the agreed PSP.

Any arrangements for a reduction in hours spent in education must be done in consultation and agreement with the parent/carers, school, key professionals and local authority officers generally through the PSP process. One exemption for the need of a PSP would be when a reduced timetable is required purely due to healthcare/medical needs, such as during a post-operative recovery period, which will need to be referenced within the individual Healthcare Plan.

Schools and education settings have a statutory responsibility to ensure that all pupils on their roll receive a full educational entitlement and achieve good outcomes. Likewise, Local

Authorities have a statutory responsibility to identify and track any pupils missing education. The Local Authority has a duty to ensure children/young people are accessing or have plans in place to access full-time education. Any pupil on a reduced timetable is deemed to be at risk of missing education and a potential safeguarding concern.

It is essential to consider the potential safeguarding risks associated with absences authorised by the school in terms of where the pupil is, what they are doing and whether they are safe.

All children of compulsory school age are entitled to a full-time education in line with legislation. It is unlawful for a school to discriminate against a pupil related to their disability.

Definition

For the purposes of this guidance, a reduced timetable means that, in agreement with the parent/carer, school and other relevant professionals, the number of hours spent in education is reduced for a time limited period of usually no more than 12 weeks. Schools should consult with all appropriate agencies involved with a pupil when considering whether a reduced timetable is appropriate. It is considered good practice to liaise with the local authority before implementation.

A pupil who spends time at an LA/School maintained pupil inclusion centre, either full or part-time; internal or external to the school is not considered to be on a reduced timetable for the purpose of this guidance document.

What constitutes a full-time education?

All pupils should receive full-time education consistent with their Key Stage.

The Welsh Government recommendations are that the school offer for the taught curriculum on a weekly basis should be no less than:-

- Reception and Years 1 to 2 (children aged 5 to 7): 21 hours
- Years 3 to 6 (children aged 7 to 11): 23.5 hours
- Years 7 to 10 (children aged 11 to 15): 24 hours

- Year 11 (children aged 15 to 16): 25 hours

Anything less than the hours above would be considered a reduced timetable and likely to require a PSP.

When should a reduced timetable operate?

A reduced timetable should only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

- During or following an extended period of absence due to ill-health or other medical reasons;
- As a temporary, fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet those needs or to coordinate with therapeutic intervention or other professional services;
- As part of a planned reintegration into school following an extended period of exclusion, non-attendance, as part of a gradual period of transition into a new school or to facilitate a managed transfer between schools (although rare for managed moves).

Careful consideration should be given to any Additional Learning Provision (ALP) in place for the child/young person to ensure they can still access it.

Process for considering a reduced timetable

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

- be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil. There must be a clear and evidenced rationale for considering a reduced timetable as an intervention aimed at supporting the needs of the pupil;
- ensure a reduced timetable is only pursued in full consultation with parents, any relevant agency currently involved with the child and the Education Welfare Officer.

Reduced timetables developed by the school as a single agency without parental agreement are likely to be considered unofficial exclusions which are unlawful. In this case, as the parent has not requested leave for their child the school could be regarded as preventing the pupil from accessing the curriculum;

- safeguarding arrangements have been considered and by establishing a reduced timetable the school are not knowingly putting the pupil or any other person in any harm;
- establish a Pastoral Support Programme (PSP) for the pupil in accordance with (page 3);
- advise the Local Authority at the commencement of every reduced timetable;
- send a copy of the signed reduced timetable, as part of the PSP, to the Deputy Education Safeguarding Officer upon its agreement. The PSP should record the arrangements for a reduced timetable including the period of reduction and reintegration;
- ensure that the regular monitoring of a reduced timetable is led by a named senior member of staff of the school.
- In exceptional circumstances where the duration of a reduced timetable extends for more than 12 weeks, this will require the authorisation of the Director for Education Leisure and Lifelong Learning. This will be facilitated through the Local Authority PSP Group.

Use of Alternative provision as part of the Reduced Timetable

Welsh guidance states that any arrangement for part-time provision out of school must be established through a PSP. The PSP must make clear what work the pupil is expected to do and its purpose. Both out of school placements and those which are internal to the school must have as their clear objective the reintegration of the pupil as soon as is practicable.

Schools should be satisfied that appropriate safeguarding measures are in place in any alternative provision (please refer to Alternative Provision Page 22).

Monitoring and reviewing a reduced timetable

The school will:

- record the pupil's attendance, using the appropriate

registration code, in order that both the school and Local Authority can monitor when the pupil began and ended their reduced timetable and satisfy safeguarding arrangements. Ordinarily an absence from any form of education provision agreed as part of this guidance this should be a “C” code;

- If, as part of the reduced timetable, the pupil is in alternative provision, attendance must be checked and this should be recorded with a “B” code. Work being sent home to a pupil to complete whilst on a reduced timetable **IS NOT** considered an alternative provision and should not be coded with a “B” code. Discuss with your EWO if necessary;
- establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff;
- ensure effective communication with parents or carers and key professionals with regard to progress towards the pupil’s full reintegration to school.

Neath Port Talbot County Borough Council will:

- monitor attendance registers to ensure that pupils on reduced timetables are appropriately recorded for safeguarding purposes;
- maintain a central record of all pupils not accessing a full-time learning provision;
- bring to the attention of the school any concerns it has over the improper use of reduced timetables;
- review the use of reduced timetables in line with the audit matrix (appendix 2).

Safeguarding Duties

Schools have a safeguarding responsibility for all pupils on their roll and, therefore, must be aware that even with parents/carers agreement to a reduced timetable arrangement they retain the responsibility that appropriate safeguards are in place. If evidence suggests that the child or young person will be exposed to significant risk if not in school, then a reduced timetable should not be considered as an option – this includes being satisfied the pupil is not being put at greater risk within their own home, or in the community, when they could be in school. The school must ensure their safeguarding policy and procedures are implemented and

arrangements are put into place to monitor the child/young person's safety in all arrangements.

Within the planning meeting with parents/carers and partner agencies there should be agreement about who will be responsible for the safeguarding and wellbeing of pupils during times when the pupil is not in school.

Keeping Learners Safe, statutory guidance, highlights the requirements for schools to meet their obligations under section 175 of the Education Act 2002:

All schools, including independent schools, and Further Education (FE) institutions have statutory duties to operate in a way that takes into account the need to safeguard and promote the welfare of children. This is a statutory duty for local authorities and governing bodies of maintained schools and FE institutions under section 175 of the Education Act 2002. The arrangements that local authorities and schools have in place to comply with these statutory duties need to ensure:

- *reasonable measures are taken to minimise risks of harm to children's welfare*
- *appropriate actions are taken to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.*

Notifying the Local Authority about pupils of compulsory school age who are on a reduced timetable.

Please return:

- Check list for reduced timetables (Appendix 1)
- Pastoral Support Programme (PSP), if appropriate
- Healthcare Plan, if appropriate

To: Neath Port Talbot Local Authority.

psp@npt.gov.uk

Checklist for using Reduced Timetables

School/Key Stage	
Name of pupil	
Date of Birth	

	Yes/No
Have referrals been made to relevant agencies e.g. Social Services/TAF	
Risk assessments completed and any risks managed	
Pastoral Support Programme (PSP) in place	
Parental consent/signature as well as other professionals involved, N.B if the pupil is Looked After and the foster carer does not have delegated authority please ensure that the Looked After Social Worker authorises.	
Are agreed suitable arrangements in place and documented to ensure the safeguarding and care of the pupil during the period when they would otherwise have been expected to be in school?	
Travelling and transport arrangements agreed with the parents/carers and, where necessary, with the LA. If a pupil is currently in receipt of travel assistance then then form "Home to School Travel Assistance Service Request for Change to Current Travel Assistance Arrangements" found on page 28 must be completed and sent to educationtransport@npt.gov.uk	
Is there a statement/IDP of additional learning needs? Liaison with ALNST for their input.	
Is there an agreed plan for reintegration back to full-time education?	

Audit Matrix

Green	Amber	Red
<p>The school has used the NPT reduced timetable guidance.</p> <p>The pupil is planned to be on the reduced timetable for no more than 12 weeks.</p>	<p>The school has extended the reduced timetable plan beyond 12 weeks</p>	<p>The school has used a reduced timetable inappropriately based on the evidence provided.</p> <p>There is no effective long term planning or 'exit strategy'.</p> <p>The school is the single agency, with no input from other services</p>
Indicators		
<p>Satisfied that appropriate agreements from parent/carer and any other professionals is in place</p> <ul style="list-style-type: none"> • Social worker for Child Protection or Care & Support cases • Foster Carer if they have delegated authority for any Child Looked After (CLA), otherwise the 	<p>There is little or no progression</p>	<p>The pupil is known to be at risk of significant harm from:</p> <ul style="list-style-type: none"> • Child Sexual Exploitation (CSE) • Child Criminal Exploitation (CCE) • Radicalisation • Abuse • History of domestic abuse • Pupil is Child Looked After (CLA), on the child protection register or subject to a care and

social worker		support plan There is non-attendance for a period of time
PSP in place with short and long term targets and review dates which are adhered to	No time increase	
Time limited with and end date and exit strategy	Parental dissatisfaction or concerns expressed by other professionals	
Local Authority Deputy Education Safeguarding Officer is aware that a reduced timetable is being implemented		
LA officers involved with the pupil are regularly updated, invited to review meeting and to agree actions		
Risk assessments completed and reviewed and updated as and when, including any safeguarding risks		

The use of Alternative Provisions

Purpose

This guidance is intended to support all Neath Port Talbot schools in the appropriate use of alternative provisions. It is in place to protect both pupils and schools within the current legal and safeguarding framework.

Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment and to safeguard the well-being of all children and young people and the school itself.

Introduction

Welsh Government do not currently provide any specific guidance or policy on the use of alternative provisions. The guidance in place refers more broadly to 'Education Otherwise Than At School' (EOTAS).

The Local Authority recognises that for some pupils school's engagement with alternative providers may support pupils to achieve their best outcomes. Whether this is because of the specific needs of the pupil or the recognition that vocational training is the most appropriate option for that individual.

The Welsh Government does not consider it appropriate for schools to commission external provision for the purposes of addressing behavioural issues, for example, home tuition for school refusers.

Schools and education settings have a statutory responsibility to ensure that all pupils on their roll receive a full educational entitlement and achieve good outcomes.

Definition

It is important to note that the term 'alternative provision' **is not** defined in Welsh law. For the purposes of this guidance alternative provision is described as *an educational provision away from the traditional school setting*. Attendance at a LA/School maintained pupil inclusion centre, either full or part-time; internal or external to the school, is not considered as an alternative provision.

Alternative provisions may be used as part of a reduced timetable (see reduced timetable page 14) or as a standalone full-time provision offered to the pupil.

Use of Alternative Provision

Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education regardless of their circumstances or the settings in which they find themselves.

Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment on par with mainstream schools – particularly in core subject areas with appropriate accreditation and qualifications;
- that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- improved pupil motivation and self-confidence, attendance and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

Process for considering use of alternative provisions

When identifying and engaging with alternative providers the school should:

- be satisfied that the provision is appropriate to the needs of the pupil. There must be a clear and evidenced rationale for considering the use of an alternative provision aimed at supporting the needs of the pupil;
- ensure an alternative provision is only pursued in full consultation with the pupil, their parents/carers and any relevant agency currently involved with the pupil;
- establish a Pastoral Support Programme (PSP) for the pupil, in accordance with Local Authority PSP guidance (page 3);
- ensure that attendance and outcomes at the provision are

subject to regular monitoring by staff from the base school.

Use of alternative provision as part of a reduced timetable

Welsh guidance states that any arrangement for part-time provision out of school **must be established through a PSP**. The PSP must make clear what work the pupil is expected to do and its purpose. All out of school placements must have as their clear objective the re-integration of the pupil as soon as is practicable.

Schools should be satisfied that appropriate safeguarding measures are in place in any alternative provision (refer to Reduced Timetable guidance page 14).

Monitoring and reviewing an alternative provision

The school will:

- undertake checks to ensure the provision is a safe environment for the pupil in terms of safeguarding and wellbeing as well as in terms of health and safety;
- record the pupil's attendance on a daily basis using the appropriate registration code in order that both the school and Local Authority can monitor attendance and satisfy safeguarding arrangements. Ordinarily a positive attendance should be recorded with a "B" code. Speak to your EWO if necessary;
- work being sent home to a pupil to complete whilst on a reduced timetable IS NOT considered an alternative provision and should not be coded with a "B" code;
- establish robust arrangements for monitoring attendance and outcomes by a named member of staff of the home school;
- ensure effective communication with parents or carers and key professionals with regard to progress of the pupil at the alternative provision, making arrangements for regular reviews involving all parties;
- Notify the Local Authority of all alternative providers being used at the commencement of the placement. (Anneliese Donovan, Deputy Education Safeguarding Officer sfs@npt.gov.uk)

It is important to remember that ALL pupils placed with alternative providers remain the full responsibility of the base school at all

times.

Neath Port Talbot County Borough Council will:

- monitor the safeguarding use of alternative provisions by individual schools;
- maintain a database of all providers;
- undertake safeguarding reviews/visits to alternative provisions to fulfil its role of 'checking the checker';
- bring to the attention of the school any concerns it has over the safeguarding of pupils in the alternative provision;
- Periodically report to elected members and schools on the use of alternative providers and general safeguarding outcomes from its check the checker role.

Safeguarding Duties

Schools have a safeguarding responsibility for all pupils on their roll and must be satisfied that appropriate safeguards are in place in any alternative provision. The safeguarding and wellbeing of pupils at the alternative provision must be discussed fully within the planning meeting. This will include gaining the agreement of parents/carers and partner agencies.

The safeguarding declaration for alternative providers (appendix 1) is essential before placing pupils in a provision.

In addition, schools must notify the Local Authority of any new provisions used so that safeguarding reviews/visits to alternative providers can also be undertaken.

Keeping Learners Safe, statutory guidance, highlights the requirements for schools to meet their obligations under section 175 of the Education Act 2002:

All schools, including independent schools, and Further Education (FE) institutions have statutory duties to operate in a way that takes into account the need to safeguard and promote the welfare of children. This is a statutory duty for local authorities and governing bodies of maintained schools and FE institutions under section 175 of the Education Act 2002. The arrangements that local authorities

and schools have in place to comply with these statutory duties need to ensure:

- *reasonable measures are taken to minimise risks of harm to children's welfare appropriate actions are taken to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.*

Notifying the Local Authority about any alternative provisions used.

Please return the completed Safeguarding declaration for Alternative Provision (appendix 1)

To:

Anneliese Donovan, Deputy Education Safeguarding Officer
Neath Port Talbot Local Authority.

sfs@npt.gov.uk

Safeguarding Declaration for Alternative Provision

Organisation's Name:	
<i>I confirm that all staff who are employed in this provision have undergone strict safeguarding checks, including:</i>	
An enhanced DBS check in the last three years (which raises no concerns of a child protection/safeguarding nature)	
A minimum of two satisfactory reference checks on appointment	
Regular enhanced certified/accredited safeguarding training (updated at least annually)	
I have no concerns regarding their suitability for working with children	
We will inform the school's Designated Safeguarding Officer of all safeguarding concerns immediately.	
Signed: Print Name: Position: Date:	

This agreement must be signed by a senior member of the organisation, then scanned and emailed back to (name of school).

Home to School Travel Assistance Service

Request for Change to Current Travel Assistance Arrangements

(this form should only be completed if the pupil has completed the HTST online application process and has received confirmation of an entitlement to home to school travel assistance)

(Section to be completed by the school)

Name of person requesting the change:

Name of School:

Position within the school:

Contact email:

Contact telephone number:

Signature:

Date:

(Section to be completed by the school)

Name of pupil request is for:

Pupil's D.O.B:

Pupil Address:

Proposed start date of requested change:

Proposed end date of requested change:

What is the requested change (please provide full details):

Day	Time of Arrival	Time of Departure
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Reason for the request (please provide full details):

(Section to be completed by the relevant service within NPT Additional Learning Needs/Pupil Wellbeing Services and/or relevant Health Service)

Name of person sanctioning the change:

Name of service area:

Position within the service:

Contact email:

Contact telephone number:

Reason for sanctioning the request (please provide full details):

Signature:

Date:

completed forms should be emailed to:

educationtransport@npt.gov.uk

NOTE: The Home to School Transport Service accommodates pupils getting to and from school in line with school start and finish times and is not intended to provide for changes due to reduced timetables or for transition arrangements. Therefore, even if it is determined that there are exceptional circumstances which apply, and a need for change to the usual transport arrangements is required, this is not a guarantee that transport can be procured to the specification required. This is because, the Local Authority will need to secure a new contract with the new terms with a suitable transport operator. Transport contracts are procured according to school start and finish times and as a consequence any changes to the established contract requires the procurement of a new contract. This incurs significant additional costs and changes are often extremely difficult to accommodate because transport operators do not always wish to provide the service outside of usual school times because of their commitments to other external contracts.

Home to School Transport contracts are subject to the Local Authority's procurement rules and evidence of contract establishment must be available for auditing purposes.

Appendix 3

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: Permission to formally adopt Guidance for schools on the use of Pastoral Support Programmes (PSP), Reduced Timetables and Alternative Provisions.
Service Area: Early Years, Inclusion and Partnerships
Directorate: ELLs

2. Does the initiative affect:

	Yes	No
Service users	x	
Staff	x	
Wider community	x	
Internal administrative process only		x

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				M	The new guidance will impact upon pupils aged 3-16, who may be subject to a PSP and/or a reduced timetable for a range of reasons. The new guidance will further strengthen arrangements for provision for these pupils, by ensuring clear time limits and a formal multi-

						agency approach and process to monitoring progress, intervention and planning for reintegration.
Disability	x				M	The new guidance will encompass learners with protected characteristics and with additional learning needs, it will benefit this group of learners by ensuring all reasonable adjustments are made and that any statutory provision is monitored and reviewed.
Gender Reassignment	x				L	This is not a criterion that will be directly impacted upon by this proposal, however it is acknowledged that learners with gender reassignment may be subject to a PSP or reduced timetable.
Marriage/Civil Partnership		x				This is not a criterion that will be impacted upon by this proposal.
Pregnancy/Maternity		x				This is not a criterion that will be impacted upon by this proposal.
Race	x				L	This is not a criterion that will be directly impacted upon by this proposal, however it is acknowledged that learners may be subject to a PSP or reduced timetable.
Religion/Belief		x				This is not a criterion that will be impacted upon by this proposal.
Sex		x				This is not a criterion that will be impacted upon by this proposal.
Sexual orientation		x				This is not a criterion that will be impacted upon by this proposal.

4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		x				Learners who receive their education through the medium of Welsh who are in receipt of a PSP/ reduced timetable will continue to receive provision and support through the Welsh language.
Treating the Welsh language no less favourably than English		x				It is expected that provision will be made for pupils to continue to access their education through the medium of Welsh for the duration of the PSP/reduced timetable.

5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				There will be no change as a result of this proposal.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		x				There will be no change as a result of this proposal.

6. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	x		The guidance will positively impact on the long term well-being of learners by ensuring their needs are met and that re-engagement and transition is carefully planned and learner centred.
Integration - how the initiative impacts upon our wellbeing objectives	x		The guidance contributes to Well-being Objective 1 as it will give our most vulnerable learners the best start in life, raising aspirations and developing their skills.
Involvement - how people have been involved in developing the initiative	x		All stakeholders had the opportunity to be involved in the consultation process.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	x		All stakeholders had the opportunity to be involved in the consultation process.
Prevention - how the initiative will prevent problems occurring or getting worse	x		The guidance will ensure clear communication and planning for learners. The process set out in the guidance places the learner at the centre of decision making processes and strengthen current arrangements for engagement, provision and transition planning for reintegration.

7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	<input checked="checked" type="checkbox"/>
Reasons for this conclusion	
There is no significant impact on any areas other than the guidance will provide further support for schools and vulnerable learners.	

A full impact assessment (second stage) is required	<input type="checkbox"/>
Reasons for this conclusion	

	Name	Position	Signature	Date
Completed by	Liz Dennis	Wellbeing & Behaviour Service Manager	E Dennis	13.10.22
Signed off by	Hayley Lervy	Head of Service	H Lervy	13.10.22