

School Policy for Students Following Differentiated or Part-Time Timetables

Name of school: The Grange School

Date of Policy: 17th June 2010

Member(s) of staff

Responsible: Mr M Claytor

Review Date: June 2012

During Key Stages 3 and 4, there may be occasions when students will follow differentiated or part-time timetables. The reasons will vary, often according to the relevant key stage, but may include one or more of the following examples:

- as a means of preventing temporary and/or permanent exclusion
- aiding transition or integration
- on the advice of external agencies
- problems within specific subject areas
- accessing alternative provision
- medical or behavioural reasons

The expectation at the school is that all students will follow a Full Time timetable. However, it is recognised that some students may benefit from a differentiated arrangement in appropriate cases. This may be short-term or longer, according to the relevant student.

Part Time education is not interpreted as an exclusion. Students following such a programme should:

- have clear objectives
- be aware of the relevant time scale
- be monitored and reviewed regularly
- have the agreement of parent(s)/carer(s)
- be subject to health and safety and insurance regulations where relevant

In the cases of differentiated timetables, students are provided with appropriate work from a range of subjects where relevant. In cases where the work is from an examination subject, for example, appropriate feedback will be given to students.

Students following an extended work experience placement, as an integral component of their part-time timetables, will be monitored regularly. Contact between the employer and the school may be in the form of reports, visits or ongoing assessment – according to the individual circumstances.

Part-time education for students with a Statement of Special Education Needs will be offered only according to additional guidelines:

- implemented as a result of an Annual or Interim Review
- have clearly defined objectives
- be for a specific time
- be implemented with the consent of the parent(s)/guardian(s) and with the agreement of a SEN Education Officer
- extra provision will be stated in the agreed IEP

The school is conscious of the fact that any divergence from the above may contravene disability and equality rights.

As part of a review of procedures, documents are being finalised to ensure that arrangements between all relevant parties are put in writing on a more formal basis.

Signed.....I Walshaw..... on behalf of the Governing Body

Date.....17.6.10.....

Signed...J M Thomas..... on behalf of the School

Date.....18.6.10.....