



Greys Education Centre

Aspirational • Collaborating

Article 28: *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

Personalised Timetable Policy

Policy Status: Other

Review Cycle: Annually

Owner: Designated Safeguarding Lead

Date: July 2025

Approved by: SLT

Date: July 2025

Review Date: July 2026

Rationale

Greys Education Centre will provide a welcoming, safe and caring environment in which each pupil is valued and supported.

- We strive to achieve regular attendance through building positive relationships with pupils and by ensuring a broad and rich curriculum that engages pupils to take part in the learning opportunities and experiences that we offer.
- Regular school attendance is essential if pupils are to achieve their full potential. Greys Education Centre believes that regular school attendance is the key to enabling pupils to maximise the educational opportunities available to them and become resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to our community.
- Greys Education Centre recognise that some of our pupils' experience difficulties or changes in circumstances that may affect their ability to attend full-time. If it is in the best interest of the pupil, we will consider a personalised timetable to ensure we are meeting the needs of the pupil. A pupil will always be placed on a personalised timetable with the approval of parents/carers.
- We will work with families to support all our pupils to attend and take advantage of the opportunities that we can offer, so that they can leave us ready to move onto the next stage of their education.

Key Aims

- For pupils and parents to positively reengage with education with fine-tuned support based on their needs.
- To avoid further trauma within a cycle of negative interaction, choices, or reactions.
- To improve pupil's self-esteem, self-worth and mental wellbeing.

Key points

Initial meeting: Greys Education Centre will hold a meeting to review concerns and strategies used with the pupil and parent, and to discuss whether a personalised timetable would be in the pupil's best interest.

Consent: A parent/carer consents to a personalised timetable by signing our form to state that they understand that they are responsible for their child when they are not in school. It is vital that when a child is not at school parents/carers are responsible for them and ensure that they are in a safe environment and not at risk.

Length: A personalised timetable is for a limited period. The suggested maximum length is half a term. The personalised timetable may remain in place for longer than half a term if it is the desired outcome at the review meeting.

Review: Greys Education Centre will review personalised timetables regularly with parents/carers.

Objectives: The objectives of the personalised timetable are clearly stated and understood.

Risk Assessment: Greys Education Centre will write a risk assessment for pupils placed on a personalised timetable. This is to be agreed by parents/carers and all professionals involved.

Reasons for the use of personalised timetables

Greys Education Centre will only use personalised timetables in exceptional circumstances where:

- A pupil is being integrated into Greys Education Centre. The personalised timetable allows the pupil time to adjust to Greys Education Centre, our routines and avoid the possibility of struggling to cope with full attendance straight away.
- There are behavioural, emotional, or social difficulties and the school is trying a personalised timetable as an intervention as part of a planned re-integration package.
- A pupil has become disaffected and need to regain engagement to attain successful outcomes.
- A pupil has a short-term medical condition that prevents full time attendance for a time limited period. (In these cases, a Medical Needs Plan would be developed in partnership with school).

Pupils with an Education Health and Care Plan (EHCP):

Pupils will not be placed on a personalised timetable because of an educational need. Personalised timetables will only be used following an annual review or with the knowledge of the SEN officer attached to the pupil. The above key points for a personalised timetable will be adhered to.

Looked After Children:

Looked after children are amongst some of our most vulnerable pupils and therefore a personalised timetable will only be implemented in very limited circumstances when all other interventions have been tried. The above key points for a personalised timetable will be adhered to plus permission for the personalised timetable will also be sought from the pupil's social worker or the Virtual Headteacher.

Children subject to a Child Protection Plan:

Children on a child protection plan are amongst some of our most vulnerable pupils and may be placed at greater risk if placed on a personalised timetable. Therefore, a personalised timetable will only be implemented in the most exceptional circumstances when all other interventions have been tried. If Greys Education Centre is considering using a personalised timetable we will first consult with the pupil's social worker. Any personalised timetable should only be implemented following notification to a Core Group.

Additional support will be offered to a pupil subject to a **Child Protection Plan, Child who is Looked After**, or has an **EHCP** in place by way of additional visits and meetings to discuss how the timetable is working. A multi-agency approach will be used to include the views of all professionals working with the pupil to ensure a joined up and holistic approach is achieved to ensure the best outcome for the pupil.

Record keeping:

- If a personalised timetable is considered appropriate, then Greys Education Centre has agreed to a pupil being absent from school for part of the week or day and therefore will record it as authorised absence using the 'C' code.
- Greys Education Centre will inform the Local Authority of all personalised timetables and send them a weekly summary of Greys Education Offer. This is done to ensure we work together with other agencies to ensure the safeguarding of our pupils.

Monitoring

Personalised timetables will be monitored in Core Group, CIN, TAF meetings or separate review. We receive regular feedback from our external providers such as Reactiv8, Work experience placements, Kev Tift/Fishing, Seeds for Change and Chance 2 Change where support from these agencies have been put in place to support with personalised timetables. (See Appendix 1) Evaluation then looks at reduction in incidents, behaviour and suspensions, and more positive engagement in engagement and academic achievement which is monitored in pupil progress meetings and the behaviour overview.

Once the personalised timetable has been reviewed and evaluated, and if improvement has been made against their initial reasoning for a personalised timetable, (see Appendix 2) we consider an increase in the pupil's timetable, eventually aiming for full time education. Sometimes however it can mean that the personalised timetable is extended as further work needs to be done with the pupil. Continued review and evaluation will then take place so that the pupil's needs are put first and so that they can achieve within their education

Education whilst on a personalised timetable

Whilst the pupil is at home and not in school, it will be considered whether appropriate to send work home for the pupil to complete whilst not in school. This will be discussed with the subject teachers and the teachers will liaise with the parents/carers and pupil accordingly as to what the expectation is.

The safeguarding and welfare of our pupils is paramount. Greys Education Centre will always have regard and consideration for safeguarding issues and the impact this might have on a pupil when considering a personalised timetable.

Appendix 1

Alternative providers

Reactiv8

The Turn Around programme for schools is for those at risk of becoming disengaged or excluded from school. The one day a week course is for 4 to 8 students and can be shared with other schools.

Activities offered include behaviour support, growth mindset, military command tasks, team building, employability skills and a bespoke plan agreed with the school (this may include qualifications).

On completion, every student will return with a report summarising their progress and going forward, tips for the school/ positive teaching methods to ensure students success.

Chance2Change

Chance 2 Change are committed to creating an educational atmosphere that makes going there an exciting experience, each and every day. They are dedicated to working multi-agency to support the movement of tackling youth criminal activity, grooming, and exploitation. They aim to work with high-risk/vulnerable youth to prevent them from becoming Criminalised and NEET - (Not in Education, Employment or Training).

They offer a range of advice, support, and opportunities in Education, Training, and Employment (ETE), through their unique services. All their services are targeted to help deter students from negative lifestyle choices. Their programs are intended to empower students to tackle challenges and take on experiences that may be new to them while keeping learning fun and dynamic.

Fishing/Cycling

Kev is committed to safeguarding and promoting the welfare and safety of all the young people that he works with. He aims to provide a caring environment where the young people feel safe and supported and are able to explore achieving their full potential.

Kev is fully committed to ensuring that consistent effective safeguarding procedures are in place to support young people. He liaises closely with referring schools and passes on any concerns to SENCOs, Heads of Year or Designated Safeguarding Leads.

Sometimes he may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. He will ensure that his concerns about young people he comes into contact with are communicated with the appropriate person or agency, including Social Workers, Early Help practitioners and The SEND Team.

He undertakes risk assessments of all the sites he uses, and risk assesses the activities that the young people do. (Angling, Cycling)

Work Experience

They have thousands of employers happy to give pupils work experience. Whatever happens it'll look brilliant on their CV. If they get on with the people, they work with it could even lead to a job. The entire process is monitored to keep pupils safe and to prove just how much work they have done. The employer will also give feedback to the app and suggestions for qualifications and next steps required for the pupil to apply for a job with training or further education.

Seeds for Change

The programme is for anyone who has encountered trauma in either their past or present. Horses can build their confidence and self-esteem and help them to develop strategies to help them in our everyday life.

It is particularly helpful for young people who are disengaged from mainstream education and require an intervention that supports them in overcoming barriers to learning and anyone with negative stereotypes, low aspirations or low self-worth.

For those wanting to achieve additional qualifications, they offer City and Guilds Employability Skills, Land-based or Functional Skills in Maths and English.

Measuring Impact

We measure success of the above interventions by improved BATS scores, reductions in behavioural incidents and suspensions, improved attendance, improved engagement in lessons meaning achieving their expected or higher levels.

We use the following monitoring sheet with all external providers which help us measure the success for each pupil that accesses these.

Appendix 2

GEC's use of off-site and alternative provision:

The following check was conducted onand included a site visit, conversations with provider staff, GEC pupils, and review of the provider's policies and procedures. Staff continue to attend first sessions with all pupils and contact parents with updates from this setting too.

Overview	
Address, including postcode	
URN (if it has one)	
Most recent Ofsted judgement (if it has one)	
Other pertinent information	
Further information on registration status requirements can be found here .	

Pupils specific information							
GEC pupil attending	Dates attended (current/previous)	Days/hours	EHCP (Y/N)	Child looked after (Y/N)	Reasons why leaders consider off-site provision to be the best option	Comments from other involved agencies	

Safeguarding check	
Check on suitability of adult to work with children	Safer Recruitment- Robust arrangements in place determining how staff are recruited and measures to be taken to ensure compliance with statutory guidance around safer recruitment including use of Enhanced DBS's for paid and voluntary workers.
Safeguarding Policy	Child Protection and Safeguarding-annually reviewed policy in place including reference to KCSIE and includes an additional appendix on vulnerable adults and Covid site risk assessments?
RSHE Policy	Health, relationship and sex education-policy in place which determines scope of work to be carried out to support individual personal development safely?
Staff training	All staff have received annual training on safeguarding practices with children and vulnerable adults and a training record is kept.
Pupils' view on safety	Do pupils feel safe? Any bullying (including online), or peer on peer abuse (including sexual harassment)? Who would they talk to if worried? What do pupils learn at the AP about how to keep themselves safe and make sound decisions?

Curriculum check	
What qualifications can pupils achieve?	-
How are they being prepared for the next stage of their education and training?	
What evidence is there of strong acquisition of knowledge and skills?	
Does the AP provide a well-planned and sequenced, well-taught, and broad and balanced curriculum? How do we know?	
Pupils' views on the curriculum and their progress	

Attendance, behaviour and personal development	
Are effective policies in place (e.g. code of conduct, anti-bullying, and behaviour policy)?	<i>Code of Conduct, Behaviour and Anti-Bullying policies in place?</i>
Attendance	<i>What daily checks does GECs conduct on the attendance of pupils at the AP and how does it respond if there are concerns?</i>
Behaviour	
Personal development	
Pupils' views on their attendance, behaviour and personal development	

Summary (including any next steps to strengthen provision for pupils)
<i>The provision is:</i> -