

Welcome, the
webinar will start
shortly.



Attendance Spotlight Webinar



Part-time Timetables



Let's see what we know so far:

- 1: What is a part-time timetable?
- 2: What are the four main reasons for a young person to have a part-time timetable plan?
- 3: Do they require a risk assessment?
- 4: What makes a part time timetable successful?

Working together to improve school attendance

Statutory guidance for maintained
schools, academies, independent
schools and local authorities

August 2024

Education Act 1996

“The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable to his age ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise”

Part-time timetables



A part-time timetable is an educational arrangement where a student attends school for fewer hours or days than the standard full-time schedule. This modified timetable is designed to accommodate the specific needs of the student, such as health issues, personal circumstances, or the need for a gradual reintegration into the school environment. The aim is to ensure that the student continues to receive an education while addressing their individual challenges.

Key Points:

- Flexible educational arrangement due to exceptional circumstances
- Implemented for a short duration
- Tailored to meet the individual needs of the pupil
- Goal is to support the pupil's well-being and academic progress
- Clear plan for returning to full-time education as soon as possible

When to use part-time timetables

“In very exceptional circumstances, where it is in a pupil’s best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs.”

[Working together to improve school attendance, section 66.](#)

Criteria:

- Exceptional circumstances only.
- Examples: Medical conditions, re-integration packages.

Key Points:

- Not for managing behaviour.
- Temporary solution with a clear time limit.

Physical Health & Mental Health :

A student has a serious medical condition where recovery is the priority outcome. These arrangements would be part of a “medical plan” agreed between the school and health professionals.

Statutory guidance: [Ensuring a good education for children who cannot attend school because of health needs](#)

Local Authority guidance: [Medical needs service](#)

Reintegration or Transition:

As part of a planned reintegration or transition into school (recommended no longer than 6 weeks) following an extended period out of school for reason such as home schooling or a change of educational provision. Part-time timetables cannot be used to manage behaviour, this includes returning from suspensions or those at risk of permanent exclusion (PEX). In these instances, school should contact the Inclusion Team to develop strategies on how best to support the child to avoid PEX.

Emerging needs and SEND:

If schools are considering the use of a part-time timetable with a child with emerging SEND need, then the Schools and Community Team must be contacted to explore the Early Help and prevention offer that could be provided.

Working together to improve school attendance states...

A successful part-time timetable will:

- ✓ **Have** the agreement of both the school and the parent the pupil normally lives with.
- ✓ **Have** a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- ✓ **Have** regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- ✓ **Have** a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part-time timetable for a prolonged period.
- ✓ **Where** a pupil has a social worker, the school is expected to keep them informed and involved in the process.
- ✓ **If** the pupil has an education health and care plan, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.
- ✓ **Have** the child/young person's voice. How do they feel about this plan? Do they agree to these changes and what would they include to make the plan a success?
- ✓ **Ensure** that the impact of a part-time timetable on travelling and transport arrangements or the child's access to Free School Meals does not discriminate against the student or impede their access to education.

Local procedures

- All children have a right to a suitable, full-time education and schools, academies and free schools have a statutory duty to provide full-time education for all pupils.
- There is no statutory basis upon which to establish a part-time timetable, however, in exceptional circumstances, schools may decide to implement one for a time-limited period to meet a pupil's individual needs.
- A reduced timetable must not be treated as a long-term solution and must have a time limit.
- In accordance with the Equalities Act 2010, it is illegal for schools to discriminate against pupils based on their special educational need and/or disability, including those with social emotional and mental health difficulties.
- Where a child is not in school, their vulnerability is likely to be increased. When deciding whether a reduced educational provision is appropriate, the welfare and safety of the child/young person must be of paramount importance.
- Part-time timetables of education should never be used to manage behaviour, avoid suspension or whilst awaiting an alternative school placement

Part-time timetables

Guidance for schools, academies and other education settings

September 2024

Code C2: Leave of absence for a compulsory school age pupil subject to a part-time timetable.

- This code is classified for statistical purposes as authorised absence from school as the child is not required to attend.
- Code C2 should not be used for children who are not of compulsory school-age. Any periods of absence due to an agreed part-time timetable for this cohort of children the absence must be recorded using Code X: Non-compulsory school age pupil not required to attend school.
- The guidance is also clear that this code should *not* be used where a pupil is receiving a full-time education, but only part-time at their home school for example through dual registration, part-time unregistered alternative provision or flexi-schooling.



Notification and Documentation

•Requirements:

- Notify the Attendance Service.
- Documentation process.

•Key Points:

- Signed part-time timetable plan: School cannot pursue a part-time timetable without parental/carers permission. If the parent/carers does not agree, the part-time timetable arrangements cannot be implemented. Please ensure that signed parental/carers permission is evidenced on the plan prior to its commencement. If held virtually then email confirmation is acceptable.
- Retention of original documents: Ensure that the school Attendance Lead keeps a central record of all children on a part-time timetable and has robust mechanisms in place for ensuring the regular review of these arrangements. The Governing Board or Trust should be informed of any part-time timetables and make arrangements for monitoring the use of these.
- A risk assessment must be completed for all part-time timetables. Any part-time timetables that are submitted without its completion will be returned, asking for this to be completed.
- Schools must scan the signed part-time timetable plan and send to the Attendance Team via email to csattendance@norfolk.gov.uk If the child is looked after or previously looked after, the information should also be copied to the Virtual School: virtual.schools@norfolk.gov.uk

Reviewing and closing

A review meeting needs to identify what is working well and what, if anything needs to change. **REMEMBER** the child's voice needs to be central to any amendments that are required.

If it is identified that the plan is not working and the child is not attending as expected then the plan should be withdrawn, and the expectation will be for the child to attend fulltime with support.

Further advice should be sought from relevant professionals.

Extensions

Any extension to the part-time timetable should only be agreed in exceptional circumstances, with parental/carers agreement, and the plan revised to reflect why an extension was appropriate. Consideration should be given to holding a multiagency review to look at what can be put in place to support a return to full-time education.



Flexi-schooling

Definition:

Flexi-schooling is **not the same** as elective home education or temporary reduced timetables. It involves a **formal agreement** between the school and parents for part-time school attendance. Parents remain responsible for ensuring their child receives a full-time, suitable education. Only **parents/carers** can initiate a flexi-schooling request and Schools are **not obligated** to agree to such requests. The Headteacher has full discretion to approve or deny the request, with support from the governing body if needed.

Key Points:

- **Flexi-schooling is a parental request** for a child to be educated partly at school and partly at home. It is not a legal right and differs from elective home education or temporary reduced timetables.
- **Approval is at the Headteacher's discretion**, and schools are not obligated to agree. Each request must be considered individually, with the child's best interests, safety, and educational progress in mind.
- **A written agreement is strongly recommended** if flexi-schooling is approved. It should outline attendance patterns, responsibilities, review processes, and how the arrangement supports the child's education.
- **There is no right of appeal** if a Headteacher refuses or ends a flexi-schooling arrangement. A new request must be made if the child changes schools.

Elective home education

Departmental guidance for local
authorities

April 2019



Management of Flexi-schooling Requests Advice Note

All children are entitled to a suitable, full-time education and for the majority of children this will be achieved within a school environment. However, we recognise, that parents/carers may choose other ways for their child or young person to engage in effective, full-time, and suitable education. One way could be for them to request for a school to agree a flexi-schooling arrangement.

The decision on whether to approve a request for flexi-schooling must be made by the Headteacher of the school who has received the request. This advice has been produced by the Attendance Team to support schools to respond to requests from parents who are considering flexi-schooling as an option for their child. This document clarifies what is meant by the term flexi-schooling and aims to support conversations between parents and schools about this approach to education.

It is recommended that school staff read this advice alongside the following guidance: [Elective home education: guidance for local authorities](#), DfE (April 2019). Schools may also wish to signpost parents to: [Elective home education: guidance for parents](#) if they become aware that they are considering flexi-school or elective home education for their child.

What is flexi-schooling?

The responsibility for a child receiving full-time education while he or she is of statutory school age lies with the parent or, where a parent/carer educates a child through a pattern of provision partly at school and partly at home or elsewhere as an expression of parental preference, this is called flexi-schooling.

The [Department for Education Guidance](#) states:

"Although children being home-educated are not normally registered at any school, parents sometimes choose to make arrangements for a child to receive part of the total provision at a school - the purpose of this will often be to provide education in specific subjects more easily than is possible at home. Such arrangements are sometimes known as 'flexi-schooling'. Schools are under no obligation to agree to such arrangements, but some are happy to do so. When a child is flexi-schooled, the parents must still ensure that the child receives a suitable full-time education but the element received at school must be taken into account in considering whether that duty is met."

Flexi-schooling arrangements are *not* the same as elective home education nor the temporary reduced time-table arrangements a school may put in place in exceptional cases to support a child's reintegration back into school.

Audit Report: Part-time Timetables & the use of Code C2

(April 2025)



Aims

- To assess whether the C2 code is being used correctly.
- To identify any gaps in the local requirement for schools to inform the Attendance Service of a part-time timetable and establish a baseline of compliance.
- To identify good practice any areas for further development to strengthen the current arrangements in place.

Methodology

- The data includes all schools for whom we have live attendance data; at the time of the report, we were receiving data for 373 (90%) maintained schools and academies.
- The data sample for this audit was taken from the report dated 24th February 2025 which covers the use of any C2 from the beginning of the academic year to that date.
- The audit was undertaken by the Attendance Service.
- Individual schools were contacted and the following key lines of enquiry in line with national and local guidance were explored through the use of a thematic audit tool to understand the circumstances of each case.

Summary of findings

- From 1st September 2024 to 24 February 2025, the live data indicated the C2 code had been used for 321 children in a total of 105 schools and accounted for 4830 sessions of authorised absence.
- Incorrect usage of C2 in 52% (168) of the cases with the primary issue being recording at Reception
- 48% (153) cases in the sample where a Part-time timetable was or had been in place
- Children with SEND disproportionately featured in the sample and numbers of referrals more generally
- 33% had prolonged period of part-time attendance
- 83% had been reported to the Attendance Service in line with local requirements
- Limited evidence of involvement of other professionals in the planning.

Outcomes

| Outcome | Number | % |
|-------------------------------------|--------|-----|
| Part-time timetable in place | 86 | 56 |
| Expectation of full-time attendance | 52 | 34 |
| Permanent Exclusion | 10 | 6.5 |
| Medical Needs | 2 | 1.3 |
| Elective Home Education | 2 | 1.3 |
| Moved into specialist provision | 1 | 0.6 |
| | 153 | |

Recommendations

- The guidance and template plan for a part-time timetable revised by the Attendance Service to ensure the requirements regarding coding are made explicit, that all professionals working with the child are included in planning and support is provided when a decision is made to cease a part-time timetable. (Complete 30 April 2025)
- On receipt of notifications of part-time timetables and extension requests, the Attendance Service will check live data to ensure that the appropriate code is in use. (In place from the start of Summer Term 2025)
- Raising awareness:
 - SEND CoP session: 14 May 2025
 - Attendance Spotlight for schools on the use of part-time timetables and the national absence and attendance codes: 22 May
- Practice guidance for Children's Services staff on part-time timetables developed.

Attendance News & Current Events



Data sharing & absence returns

In line with [The Education \(Information About Individual Pupils\) \(England\) \(Amendment\) Regulations 2024](#) and the requirements of 'Working together to improve school attendance', all schools are now legally required to share information from their registers with the DfE and the local authority.

Sharing data with the DfE:

From the start of the 2024-25 academic year, schools have a duty to provide attendance information to the Department for Education (DfE) on request. Data indicates that as of 6th September, over 380 have already signed up to share their daily attendance data with the DfE in line with statutory requirements.

Action: It is important that all schools ensure that they have completed this process and for those schools who have not, further guidance on how to share your data is available via this link: [Share your daily school attendance data - GOV.UK \(www.gov.uk\)](#)

Once you are sharing data with the DfE you will have access to a range of tools that will support you to analyse your data. The DfE has published guidance for schools, academy trusts and local authorities on using the monitor your [school attendance tool](#).

Sharing data with the LA:

Further, to facilitate timely collaborative working across partners, all schools are also required to share information from their registers with the local authority. As a minimum this includes:

- New Pupil and Deletion returns
- Attendance returns
- Sickness returns

If your school is not currently sharing data as part of the local arrangements, you will receive an e-mail from attendancedatacollection@norfolk.gov.uk within the next two weeks providing guidance on what you need to do next.

If you already provide attendance data to the LA via the local arrangements, please also contact attendancedatacollection@norfolk.gov.uk if:

1. You have changed Management Information System provider over the Summer as this will impact on data collection.
2. You are unsure of who we hold as your contact for the local data feed and/or would like to make a change to the contact.

Similar schools comparison report – available now



To download it:

1. Log into View your education data
2. Select Monitor your school attendance
3. Select 'Similar schools comparison report'

1 **View your education data**

Products
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Find a product:

2 [Hide all sections](#)

Monitor your school attendance
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3 [View school attendance data \(beta\)](#)

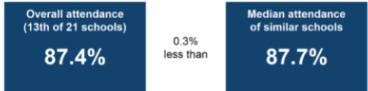
- [Your attendance summary compared to similar schools](#)
Download a summary of your school's attendance compared to schools like yours, areas to celebrate and focus on. You can share this report with school governors and trustees, your local authority and academy trust.

Your similar schools comparison report

Headline attendance and absence compared to similar schools

Overall attendance and persistent absence percentage for your school compared to 20 similar schools from the start of the academic year 2024 to 2025, up to Tuesday 08 April 2025.

Overall school attendance



Your overall attendance is 87.4% which is 0.3% less than the median attendance of similar schools. You are ranked 13th of 21 schools for attendance - meaning 8 similar schools have a lower overall attendance than your school.

Persistent Absence



Your persistent absence is 40.5% which is 7.4% greater than the median attendance of similar schools. You are ranked 18th of 21 schools for persistent absence - meaning 3 similar schools have a higher rate of persistent absence than your school.

Sources: [Monitor your school attendance results](#) for your school and similar schools, data from the DfE.

Notes:

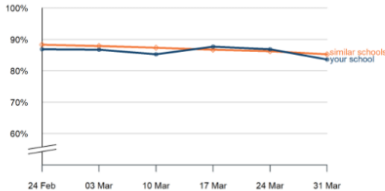
Headline attendance data for your school is updated daily in the Monitor your school attendance tool.

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Overall school attendance

Weekly attendance comparison for the second half of the spring term 2024 to 2025

Figure 1: Overall attendance percentage for years 7 to 11 in your school compared to the median of your similar schools. Data is broken down by week, from Monday 24 February 2025 up to Tuesday 08 April 2025.



Graph alternative: table of weekly attendance for the second half of the spring term 2024 to 2025

| Week start date | Attendance | Similar schools' median attendance |
|-----------------|------------|------------------------------------|
| 24/02/2025 | 86.9% | 88.3% |
| 03/03/2025 | 86.8% | 87.9% |
| 10/03/2025 | 85.3% | 87.4% |
| 17/03/2025 | 87.7% | 86.7% |
| 24/03/2025 | 86.9% | 86.2% |
| 31/03/2025 | 83.6% | 85.3% |

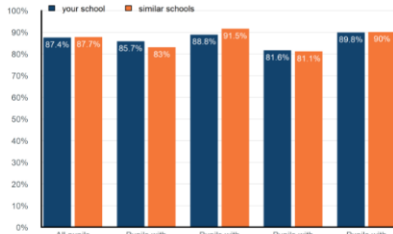
Sources: [Monitor your school attendance results](#) for your school and similar schools, data from the DfE.

Notes:

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Attendance by pupil group

Figure 2: Bar chart showing attendance percentage for different pupil groups compared to 20 similar schools. Results are based on your pupils with free school meals (FSM) and special educational needs (SEN) support from the start of the academic year 2024 to 2025, up to Tuesday 08 April 2025.



Graph alternative: table of attendance by pupil groups from the start of the academic year 2024 to 2025, up to Tuesday 08 April 2025.

| Pupil group | Your Attendance | Similar schools' median attendance |
|--------------------|-----------------|------------------------------------|
| All pupils | 87.4% | 87.7% |
| Pupils with FSM | 85.7% | 83% |
| Pupils with no FSM | 88.8% | 91.5% |
| Pupils with SEN | 81.6% | 81.1% |
| Pupils with no SEN | 89.8% | 90% |

Sources: [Monitor your school attendance results](#) for your school and similar schools, data from the DfE.

Notes:

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Areas of relative strength

By comparing your attendance data with similar schools' from the start of the academic year 2024 to 2025 up to Tuesday 08 April 2025, we have identified 3 areas where your school is performing comparatively well.

1. Your attendance on Wednesday afternoons was **90.4%**, which is higher than 17 out of 20 similar schools.
2. The attendance of your pupils eligible for free school meals was **85.7%**, which is more than 16 out of 20 similar schools.
3. The attendance of your pupils whose primary special educational need is 'social, emotional and mental health' was **79.5%**, which is more than 16 out of 20 similar schools.

Areas to focus on

We have identified three areas where similar schools' have managed to achieve a higher attendance rate. If you can match their achievements in these three areas, then your overall attendance rate would increase from **87.4%** to **90.6%** and the proportion of your pupils who are persistently absent would drop from **40.5%** to **32%**.

1. Your year 11 attendance was **80.4%**, which is lower than at least a quarter of similar schools. If you increased it to **89.8%**, then your overall attendance would go up by **1.75** percentage points and your overall persistent absence percentage would drop by **5.02** percentage points.
2. Your year 8 attendance was **88.5%**, which is lower than at least a quarter of similar schools. If you increased it to **91.5%**, then your overall attendance would go up by **0.83** percentage points and your overall persistent absence percentage would drop by **1.16** percentage points.
3. Your attendance on Mondays was **86.7%**, which is lower than at least a quarter of similar schools. If you increased it to **89.5%**, then your overall attendance would increase by **0.58** percentage points and your overall persistent absence percentage would drop by **2.32** percentage points.

Review the technical notes at the end of this document to understand how we calculate how much your school can improve attendance.

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Headline attendance compared to the median of similar schools.

Overall absence by week compared to the median of the similar schools

Attendance by pupil group compared to the median of the similar schools

Up to:
☐ 3 areas of relative strength
☐ 3 areas to focus on

Targeting Support Meetings

Schools are expected to participate in these meetings in line with 'Working together to improve school attendance.' The number of meetings a school is expected to have is outlined within the DfE guidance and depends on the level of the attendance challenges in the school:

- If your school's attendance levels were below the national average for your phase, it is expected that you book a TSM for each term
- If your school's attendance levels were above national average for that phase, you may if you want only schedule one TSM for the academic year.

We would encourage all secondary schools in Norfolk to book a TSM for each term, whether above or below national average. If your setting's attendance rates are above the national average for your phase and you wish to meet with us termly, you are welcome and invited to do so.

Booking your TSM

To book your TSMs for the academic year:

- Visit the following page: [NCC Targeting Support Meeting Bookings](#)
- Select the meeting type that applies to your school setting.
- Select the date you wish to book in the calendar.
- Select a time from the available options.
- Add your details into the required fields, ensuring to include the name of your school.
- Select book and you will receive an email confirmation of your booking.

Please note:

- If you wish other colleagues to attend, you can forward the meeting invitation.
- When booking a meeting for each term, you will need to repeat this process for each booking.
- If a date or time is unavailable that is because the slot is already booked, or the date falls outside of term-time based on the Norfolk calendar.

Save the date!

Attendance Spotlight Webinars

Will be held approximately on the last Thursday of each month. They will begin at 10.30am and can be accessed via the links in the [Upcoming events](#) section of Attendance news and events page. Autumn Term schedule:

5th June 2025 – CME focus

3rd July 2025

Countywide Attendance Network Meetings

Summer Network Meeting: Thursday 26th June

All held in person at The Inspiration Teaching Hub.

[Click here to book](#)



Keep up to date with Attendance news and events via:

[Attendance news and events page](#)

And by [registering](#) to receive weekly emails and updates from the News for Norfolk Education Providers.

Webpage for News for Norfolk Education Providers can be found [here](#).



Further support and guidance can be found at:

[School attendance - Schools \(norfolk.gov.uk\)](http://norfolk.gov.uk)

If you have any further questions that have not been answered today, then please contact the Attendance Team on 01603 233681 or at csattendance@norfolk.gov.uk