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**Putting children, young people and their families at the heart of everything that we do**

**Date: May 2022**

Children, Families and

Education Directorate

**Alternative Provision and Part Time Students**

**(Looked After Children)**

Department: Children Families Education

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**Version History**

| **Version** | **Date Issued** | **Brief Summary of Change** | **Author** |
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| 0.01 | 15 May 2022 | Draft policy finalised | Matthew Sims |
| 0.01 | 13 June 2022 | Version control and governance added | Israr Siddique |

**DOCUMENT ApPROVAL**

| **Version** | **Date Approved** | **Description of Approval** | **Approver** |
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| 0.01 | May 2022 | Document Approved by Education SD | Paul Senior |
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**Policy for Looked after Children on part-time timetables**

Looked after Children sometimes benefit from a part time timetable due to their specific needs. This is often (but not always) due to their emotional well-being because of trauma they have experienced.

Each case is evaluated on an individual basis and involves the support team around the young person, as well as the young person.

**Procedure**

* The decision to reduce a looked after child’s timetable should be discussed between the virtual school, social worker, carer/parent and the mainstream school. The pupil’s voice also needs to be heard and considered.
* The decision should be a ‘last resort’ and every effort should be made by all professionals to keep the child on a full-time timetable and maintain the place at school.
* There should be an educational plan drawn up which clearly identifies the needs and provision required for the child/young person whilst on a reduced timetable. The aim of the plan and the reduced timetable should be to ensure that the child is able to return to a full time place at their school as soon as possible. This needs to be detailed in the young person’s Personal Education Plan.
* The part time timetable provision may include some of the following :

1. A place at an alternative provision
2. Educational support through tuition for English, Maths or other subjects
3. Attending school for specific subjects and times
4. Support at the school through a Teaching Assistant/Mentor
5. The child/young person may receive support from the Virtual School’s Social, Emotional and Health Clinician/Educational Psychologist if necessary and appropriate.

* Each timetable will be individual to that child/young person. There is no ‘one size fits all’ policy.
* Whilst there should be regular communication between the social worker, carer, school and Virtual School, the educational progress will be reviewed termly at the Personal Education Plan meeting.
* The part-time timetable should be reviewed regularly so that the progress and success of the provision can be evaluated and amended as necessary.
* Children and Young People who have an Educational, Health and Care Plan will require an Annual Review of their plan if their educational provision is changed for a substantial period of time.

If you have any questions regarding this procedure, please contact:

Michelle Wright, Deputy Manager, [Michelle.wright@luton.gov.uk](mailto:Michelle.wright@luton.gov.uk). Tel: 07834-617857

**REPORT FROM THE VIRTUAL SCHOOL REGARDING ALTERNATIVE PROVISON AND PART TIME TIMETABLE STUDENTS as at 31/03/2022**

As at 31st March 2022, there were 16 young people on part time tables, this equates to 7% of the total cohort of Years R-11. Nine of the young people attend schools/alternative provisions within Luton and 7 outside of Luton. The breakdown relating to provision is below:

The majority of the children accessing alternative provision and a part time timetable are in Yrs 11 and 9.

Eight of the children have EHCPs with the primary need as Social, Emotional & Mental Health (SEMH). .

All of the young people accessing part time timetables have social, emotional mental health issues and the part time timetable is in place to assist with the support to address these issues.

The Virtual School works closely with the schools and alternative provisions to ensure progress is monitored and plans are reviewed to ensure timely consideration is given to return to full time timetables/mainstream settings.

The Virtual School provide training to schools on the ‘Emotional Brain’ delivered by the Local Authority Educational Psychology Service. This provides attendees with an understanding of the needs of Looked After Children and strategies to support them in the classroom. This should enable the schools to better support Looked After Children who attend their schools.