

# PREPARING TO MOVE A CHILD ON TO AN INCLUSIVE TIMETABLE

*Guidance for primary and  
secondary schools*



## Introduction

This is the updated guidance, following the original documentation developed in 2019 by STLS and PIAS.

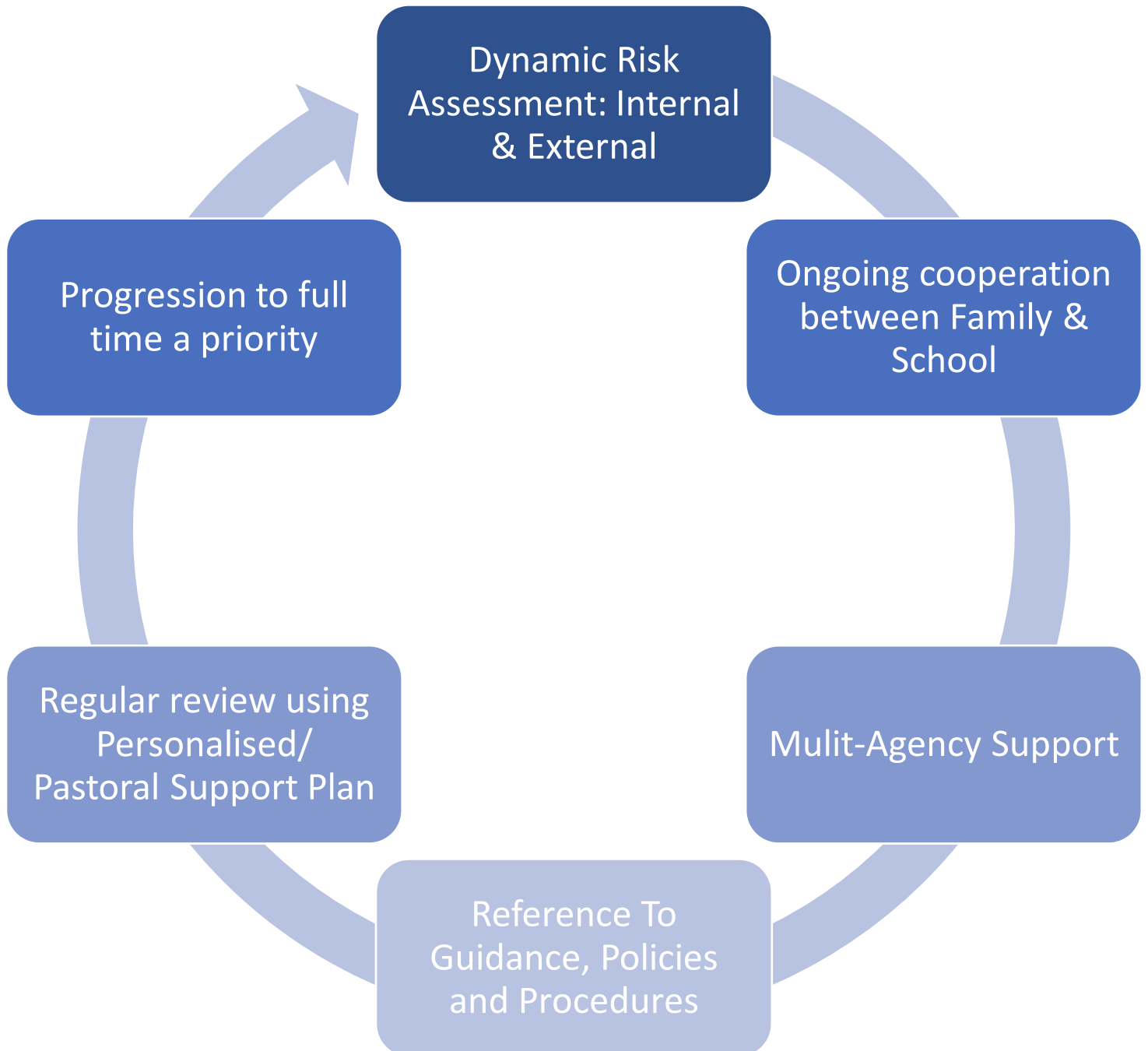
This guidance is in addition to, and not a replacement for the Kent County Council Best Practice Guidance for Schools on the Use of Reduced Timetables (September 2017) which is located on the Kent Education, Learning, Skills and Information (KELSI) website.

This document is separated into the following sections:








This resource will support schools to use inclusive timetables as a supportive measure.

## CORE PRINCIPLES OF AN INCLUSIVE TIMETABLE



**ONCE IT HAS BEEN IDENTIFIED THAT AN INCLUSIVE TIMETABLE WOULD BE SUPPORTIVE, THE FOLLOWING 5 STEPS CAN BE FOLLOWED:**

STEP	FOCUS	PROMPTS
	Risk Assessment for child when not in school.	<p><b>Document number 1 (risk assessment):</b>  <i>These factors must be considered when undertaking a risk assessment:</i>                      What are the home conditions like?                      Who will be responsible for the child?                      Might parent feel pressured to take child to workplace?                      Consider impact for self-employed parents and health and safety risks.                      A home visit would be appropriate.                      Is the child 'looked after' by the local authority? (Social Care must be consulted).                      Is the child subject to a Child in Need or Child Protection Plan, or concerns? (Social Care must be consulted)  <i>Will the reduced timetable:</i>                      Increase child's vulnerability to child sexual exploitation (CSE)?                      Increase the risk of the pupil engaging in criminal activity? (Youth Offending Team should be consulted in the case of known offenders)                      Increase the risk of substance misuse? (Substance Misuse Service should be consulted in the case of known substance misusers)                      Increase the risk of radicalisation?</p>
	Collect pupil and parent views.	<p><b>Document number 2 (pupil and parent view):</b>                      Example documents are included in the package to support gathering both pupil and parent views. This is essential in working collaboratively to meet individual need.                      Pupil view is a RAG rating activity.</p>
	Complete (child centred) pupil support plan.	<p><b>Document number 3 (support plan):</b>                      The plan is used as a supportive measure in exceptional circumstances. The plan must have a robust and regularly reviewed plan (bi-weekly) to progress a child from part-time to full time. An inclusive timetable should last a maximum of 8 school weeks.                      Parent/carer consent – an inclusive timetable cannot be utilised if parents do not agree, or they agree but are unable to maintain this due to factors outside of their control (e.g. inflexible employment). Consider if any external services/agencies are involved with this child and contact professionals to alert and seek advice. Does the child have an EHCP? Is the child looked after by the local authority? Is the child subject to a safeguarding plan (CHIN or CP)? Does the child have HNF? Have they been raised at LIFT and are STLS are involved? Has the school referred for an EBSA consultation? Ensure there is an agreement from any relevant external services such as SEN and social care.</p>
	Review plan every 2 weeks and adapt as appropriate.	<p><b>Within document number 3 (support plan):</b>  <i>The support plan is intended to be a live working document that is regularly updated, as least bi-weekly.</i>                      Consider action required if child's time in school is not increasing or distressed behaviours increase if hours increase and reduce again. How will the child be supported to bridge gaps that may develop in the curriculum?                      Consider and record the key achievements integrating the child back to full time and encourage recognition and praise for good practice from within school and externally.                      Insert new rows into the original support plan to reflect any amendments and new targets.</p>
	Plan ceases, or new plan starts.	<p><b>Within document number 3 (support plan):</b>                      Is the child now attending full time? If yes, plan ceases. If no, then return to step 1; risk assessment and begin the process again.                      It is important to review the risk assessment and the pupil/parent voice to ascertain what changes have occurred. Start a new plan (document 3)</p>

## COMPLETE RISK ASSESSMENT



Pupil Name:		Year and Class:		Teacher's Name:	
Potential Hazard	Possible effects / harm	Risk Rating: <i>High (H)</i> <i>Medium (M)</i> <i>Low (L)</i>	Existing measures in place to manage risk <i>Provide details of control measures already in place. If measures are detailed in other documents, state where.</i>	Risk rating after risk management has been put in place. <i>High (H)</i> <i>Medium (M)</i> <i>Low (L)</i>	Further action required to reduce risk
Emotional factors: isolation, low self esteem					
Travel arrangements to and from home					
Missed interventions and assessments at school					

<b>Environmental factors, e.g. home conditions</b>					
<b>Parental employment – *impact on job security *risk of child employment</b>					
<b>Parental academic capacity</b>					
<b>Adult supervision of child</b>					
<b>CHIN / CP Plan</b>					
<b>Risk of CSE / ASB</b>					

<b>Assessment completed by</b>	<b>Position</b>	<b>Signature</b>	<b>Date</b>

<b>Next Steps</b>			
<b>Disclosure procedure:</b>	<b>Contacted – Yes / No / NA</b>	<b>Referral made by</b>	<b>Date</b>
Designated Safeguarding Lead			
KCC Education Safeguarding Adviser			
Social Care			

## PUPIL AND PARENT VIEWS



### Pupil Views

Pupil Views			
Activity			
Reading			
Writing			
Maths			
PE			
Computers			
Art			
Carpet/listening time			
Working by your self			
Working in a group			
Assembly			
Playtime			
Lunchtime			
Learning transitions (e.g. corridor)			
Transitions to unstructured time (e.g. learning to playtime)			
<i>INSERT ROW BELOW TO ADD PERSONALISED ACTIVITIES</i>			
<b>What do you like doing when you are not at school?</b>			
<b>What things do you like at school?</b>			
<b>What do you find tricky at school?</b>			
<b>What would make school better for you?</b>			

Parent Views				
<b>What do you feel are your child's best qualities?</b>				
<b>How do you feel your child generally behaves outside of school?</b>				
5 Very Good	4 Good	3 OK	2 Poor	1 Very Poor
<b>What are your priorities for your child's education?</b>				
<b>What do you think we can do to help your child at school?</b>				
<b>Is there anything else we should know about?</b>				
<b>What impact will the proposed inclusive timetable have on your family?</b>				

- Once completed attach to support plan
- To be completed once every 8-week cycle



## PUPIL SUPPORT PLAN



Before commencing, has  risk assessment and  pupil/parent voice been completed?			
<b>Pupil name:</b>		<b>Current attendance:</b>	
<b>Year group:</b>		<b>Date plan started:</b>	
		<b>Date plan ceased:</b>	
<b>SEND Status</b>	MONITORING	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>
	SEND	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>
	EHCP	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>
<b>LAC</b>	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>	
<b>ARMED FORCES</b>	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>	
<b>Is young person in receipt of free school meals?</b>	<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input type="checkbox"/>	
<b>If yes how will this be addressed?</b>			
<b>Other services involved (E.G. Early Help, social services, CAMHS/NELFT/school health, STLS, VSK, PIAS)</b>			
<b>Other relevant information</b>			

### Inclusive Timetable

Record sessions pupil will be attending. Change colour and date to reflect amendments on a bi-weekly basis.

	<i>Plan starts</i>	<i>Week 2</i>	<i>Week 4</i>	<i>Week 6</i>	<i>Week 8</i>
<i>Date</i>					
<i>Colour</i>					
	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>8.40am– 9.00am</b>					
<b>9.00am – 9.30am</b>					
<b>9.30am – 10.00am</b>					
<b>10.00am – 10.30am</b>					
<b>10.30am -10.45am</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<b>10.45am-11.15am</b>					
<b>11.15am-11.45pm</b>					
<b>11.45pm-12.00pm</b>					
<b>12.00-1.00pm</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>1.00pm-1.30pm</b>					
<b>1.30pm-2.00pm</b>					
<b>2.00pm-2:30pm</b>					
<b>2:30pm-3.00pm</b>					
<b>3.00om-3.15pm</b>	<b>SCHOOL ENDS</b>	<b>SCHOOL ENDS</b>	<b>SCHOOL ENDS</b>	<b>SCHOOL ENDS</b>	<b>SCHOOL ENDS</b>

<b>Overall aim of plan</b> Add row if aim needs amending at review.			
<b>Adults</b>	<i>Identify who the child's primary trusted adult in school is. Think about how this adult can be made readily available. Identify a second adult (as a plan B).</i>		
<p><i>Primary member of staff:</i></p> <p><i>Secondary member of staff:</i></p>			
<b>Peers</b>	<i>List 3 ideas that you can try to help the child reconnect with school. Insert a row below to amend/add new ideas when reviewing bi-weekly.</i>		
<b>Ideas (add date):</b>	<i>Helpful</i>	<i>Partially helpful</i>	<i>Not helpful</i>
<b>Environment</b>	<i>What adjustments can you make to the child's environment and routine to help them to feel safe and secure in school? E.g. timings, location, equipment.</i> <i>Insert a row below to amend/add new ideas when reviewing bi-weekly.</i>		
<b>Adaptations (add date):</b>	<i>Helpful</i>	<i>Partially helpful</i>	<i>Not helpful</i>

<b>Supporting anxieties</b>	<p><i>What social and emotion interventions will be implemented to support the pupil's understanding of anxiety and build resilience? E.g. emotion coaching, teaching about the brain and neurology, small social skills / friendship skills.</i></p> <p><i>Insert a row below to amend/add new ideas when reviewing bi-weekly.</i></p>		
<b>Interventions. What? Where? When? Who? How long? (add date):</b>	<i>Helpful</i>	<i>Partially helpful</i>	<i>Not helpful</i>
<b>Team around child</b>	<p><i>Who can be drafted in to help? Signposting for family and pupil.</i></p>		
<b>Name (Insert rows to add more staff)</b>	<b>Signature</b>	<b>Date</b>	
<b>How we will share success</b>	<p><i>Record and date every small win!</i></p> <p><i>Insert a row below to amend/add new ideas when reviewing bi-weekly.</i></p>		
<b>Successes (add date):</b>			
<b>Off-site education</b>	<p><i>Consider access to education, e.g. Google Classroom, via email, Class Dojo, online Apps, project-based learning, tutor, virtual attendance offer.</i></p>		

*Insert a row below to amend/add new ideas when reviewing bi-weekly.*

How will this young person access education whilst not in school?

Notify PIAS via digital front door

[https://kentcc-self.achieveservice.com/en/AchieveForms/?form\\_uri=sandbox-publish://AF-Process-00087a66-038c-4584-8365-045473d9faf8/AF-Stagecf4f4487-de49-47fe-a70f-939f25f9a597/definition.json&redirectlink=/en&cancelRedirectLink=/en&consentMessage=yes&noLogInPrompt=1](https://kentcc-self.achieveservice.com/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-00087a66-038c-4584-8365-045473d9faf8/AF-Stagecf4f4487-de49-47fe-a70f-939f25f9a597/definition.json&redirectlink=/en&cancelRedirectLink=/en&consentMessage=yes&noLogInPrompt=1)

Attended and agreed by: By signing, I agree with the implementation of this inclusive timetable.

*Parent/carer to sign at each bi-weekly review. Add new lines as needed.*

Date	Name	Signature.



Bi-weekly review:

	Week 2	Week 4	Week 6	Week 8
Date				



Is the child attending full time?

YES  plan ceases      NO  return to



## FREQUENTLY ASKED QUESTIONS

**A parent has contacted us to say she would like her daughter to return to full time hours with immediate effect. Can we refuse to increase her hours?**

Legally it would not be permitted for a school to enforce a child attend on a part time basis as there is a statutory duty to provide full time education. A child being moved to a reduced timetable requires parental consent throughout the process. In such cases it would be advised to discuss all options with the family ensure a successful reintegration, however the request from the parent must be honoured.

**A parent has contacted us to say he would like his son to be placed on reduced hours because he thinks he is unsettled at school. Do we have a legal obligation to offer a reduced timetable?**

As a school has a duty to provide a full-time curriculum there is no legal obligation for it to agree to reduce a child's time in school and may refuse the parent's request. All reduced timetable arrangements need ongoing agreement from the school and the parents/carers of the child.

**Our school transitions all new Reception children on a reduced timetable for the first two weeks in September, but we have noticed a child presenting with some significant emotional and behavioural challenges. Can we extend his reduced timetable?**

Yes, this is possible as long as there is parental agreement. There should always be intentions to rapidly move him towards full time hours. The Specialist Teaching and Learning Service may be able to support with the child's transition and he may have already been through Early Years LIFT and hence known to the Early Years Specialist Teacher. It is recommended the LA is notified and any other services working with the child.

**How do we record an inclusive timetable on the SIMS database?**

If the child is statutory school age code C would be recorded for the sessions each week that the child is not expected to attend. If the child is non-statutory school age code X may be recorded. It is not lawful to apply code B for the absent sessions even if work is being sent home for the child. Code B must only be recorded if the child is receiving supervised education approved by the school, e.g. from a tutor. Schools are responsible for the welfare and safeguarding of pupils when off-site due to an inclusive timetable.

### **Our whole school attendance is being affected by children being on inclusive timetables? What can we do?**

The aim of the school must always be to move children from reduced hours to full time as rapidly as possible as all schools have a statutory duty to provide full time education. It is not permitted to use code B (which counts as a present mark on the attendance register) for sessions where the child is at home unless the education is supervised and provided by an approved professional. Schools are responsible for the welfare and safeguarding of pupils when off-site due to an inclusive timetable.

### **How long can a child be on an inclusive timetable for?**

The recommended timescale in the KCC Reduced Timetable Guidance 2017 is a maximum of 8 school weeks from the point he or she begins reduced hours until the point he or she returns to a full-time programme. An inclusive timetable should only be used and extended in exceptional circumstances.

### **What safeguarding responsibilities do we have when considering moving a child on to a reduced timetable?**

There is strong reference in the KCC Reduced Timetable Guidance 2017 to a child's welfare being paramount. Schools must ensure that a full risk assessment is conducted which also includes any potential health and safety risks when the child is not on the school premises. Factors such as home conditions, supervision arrangements for the child and whether he or she is part of a Social Care safeguarding plan must be considered before the child's hours are reduced.

### **We have suspended a child for two days and he is on an inclusive timetable attending mornings only. How do we formally record this?**

As the child is not expected to attend each afternoon, the suspension would be counted statistically as two sessions (2 x 0.5 days), equivalent to 1 x 1.0 day. The register would be recorded as E for both mornings and C for the same two afternoons. It is advisable to ensure the parent is aware of this.

### **Does our school need to notify the LA if a non-statutory school age child is placed on an inclusive timetable?**

There is no legal requirement for a school to notify the LA of any child subject to a reduced to a timetable, however for safeguarding reasons it is advised that all children in such circumstances are monitored by the LA. Schools would not be expected to provide notification for new Year R's part of a whole school transition.

**Does our school legally need to notify the LA of children on reduced hours?**

No, however it is good practice irrespective of whether the school is Local Authority maintained, Academy, Special School or a Pupil Referral Unit. It is advised that notifications are submitted for all children and not just those with SEMH needs.

**How do we notify the LA when a child will be placed on an inclusive timetable?**

All reduced notifications must be submitted without delay via the Digital Front Door on the KELSI website by following the link below and clicking on the blue box number 12 (Notify of Reduced Timetable).

<https://www.kelsi.org.uk/pru-inclusionand-attendance-service-pias/access-to-the-service>

**Are we permitted to reduce a child's timetable who has an Education, Health and Care Plan?**

It is recommended that the school contacts the KCC SEN Assessment & Placement Service to seek advice to ensure that statutory obligations on the Education Health & Care Plan are being met.

**Must we notify the LA when a child on an inclusive timetable returns to full time?**

It will be presumed he/she is full time once the end date of the most recent reduced timetable notification is reached. If the child does not return to full time hours at this point, then a further notification must be submitted with a fresh start and end date.

**We currently claim High Needs Funding (HNF) for a child whom may be going on to reduced hours. How will this be affected?**

It is the school's duty to inform the High Needs Finance & Monitoring Officer as soon as it has been agreed that a child or young person's hours will be reduced. The school must submit a risk assessment and support plan outlining reasons for reduced hours, provision in place and plan to increase to full-time and the small step targets to achieve this. HNF will continue during the first eight weeks. If the inclusive timetable continues beyond this period, the school must inform the HNF officer. Further discussions and information will then inform if HNF will be affected by the continuation of reduced hours. All cases will be considered on an individual basis.

**Our school runs a 'twilight' (after school programme) for students who have SEMH needs. Is this technically classed as an inclusive timetable and must the same guidelines be followed?**

Yes, it is still a reduced timetable as the student is not expected to attend during core school hours. This cannot be enforced as a reduced timetable must not be used as a sanction. As students are not expected to attend during the school day they would be marked as authorised absent (code C). A risk assessment must be implemented to identify, and reasonable adjustments required (e.g. a student walking home in dark winter months).



**Can the Local Authority prosecute a parent if they are condoning their child's absences whilst on an inclusive timetable?**

The Local Authority will only prosecute if the child is subject to an agreed PSP signed by the parent, or the child is receiving full time education. Where a parent is failing to ensure the child attends regularly the school should consider revoking the inclusive timetable before referring to the LA for any enforcement action.

**Is a child permitted to be in a public place during the periods of the day that he or she is not expected to attend school due to being on an inclusive timetable?**

There is no statutory guidance stating that parents must keep their child at home whilst on an inclusive timetable, unlike if they are on a fixed term suspension whereby parents may receive a penalty notice if they cannot provide reasonable justification why they are in a public place. However, parents may be challenged if their child is in the community unsupervised. It is not permissible for parents to take their children to work and for them to be given tasks of any kind as this would be classed as child employment. For more information, please follow the link:

<https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/children-in-entertainment-and-child-employment>

## LINKS TO EXTERNAL SERVICES AND OTHER RESOURCES

SERVICE/ RESOURCE/ PROFESSIONAL	CONTACT DETAILS	WEB LINK
<b>SPECIALIST TEACHING &amp; LEARNING SERVICE (STLS)</b>	<p><b>Office:</b> 01795 477788 (option 7)  <b>Email:</b> <a href="mailto:midas@meadowfield.kent.sch.uk">midas@meadowfield.kent.sch.uk</a></p> <p>Meadowfield School, Swanstree Avenue, Sittingbourne, ME10 4NL</p>	<p><a href="http://www.meadowfield.kent.sch.uk/midas/">http://www.meadowfield.kent.sch.uk/midas/</a></p> <p><a href="https://www.kelsi.org.uk/special-education-needs/special-educational-needs/local-inclusion-forum-teams">https://www.kelsi.org.uk/special-education-needs/special-educational-needs/local-inclusion-forum-teams</a></p>
<b>KCC SPECIAL EDUCATIONAL NEEDS</b>	<p><b>Office:</b> 03000 421160  <b>Email:</b> <a href="mailto:SENEast@kent.gov.uk">SENEast@kent.gov.uk</a></p> <p>Brook House, Reeves Way, Whitstable, Kent, CT5 3SS</p>	<p><a href="https://www.kelsi.org.uk/special-education-needs/special-educational-needs">https://www.kelsi.org.uk/special-education-needs/special-educational-needs</a></p>
<b>KCC HIGH NEEDS FUNDING</b>	<p><b>High Needs Finance Officer</b>  <b>Office:</b> 03000 414630</p> <p>Brook House, Reeves Way, Chestfield, CT5 3SS</p>	<p><a href="https://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools">https://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools</a></p>
<b>KCC PROVISION EVALUATION</b>	<p><b>Provision Evaluation Officer</b>  <b>Office:</b> 03000 415043</p> <p>Brook House, Reeves Way, Chestfield, CT5 3SS</p>	
<b>KCC PRU, INCLUSION &amp; ATTENDANCE SERVICE (PIAS)</b>	<p><b>Inclusion &amp; Attendance Adviser</b>  <b>Office:</b> 03000 418658</p> <p>For queries relating to children at risk of exclusion and/or reduced timetables.</p> <p><b>School Liaison Officers</b></p>	<p><a href="https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/exclusion-and-reintegration">https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/exclusion-and-reintegration</a></p>

<p><b>CHILDREN IN EMPLOYMENT AND ENTERTAINMENT (CEE)</b></p>	<p><b>Office:</b> 03000 418860 / 03000 418653</p> <p>For queries relating to school attendance and registers.</p> <p>childemploymentandentertainment@kent.gov.uk</p> <p>The link to the right contains a form which can be completed if you believe a child is working outside of legal requirements.</p>	<p><a href="https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/attendance">https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/attendance</a></p> <p><a href="https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/children-in-entertainment-and-child-employment">https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/children-in-entertainment-and-child-employment</a></p>
<p><b>KCC EDUCATIONAL PSYCHOLOGY SERVICE</b></p>	<p><b>Business Support</b>  <b>Office:</b> 03000 418573 / 03000 410339 / 03000 418533</p> <p>Brook House, Reeves Way, Chestfield, CT5 3SS</p>	<p><a href="https://www.kelsi.org.uk/special-education-needs/educational-psychology">https://www.kelsi.org.uk/special-education-needs/educational-psychology</a></p>
<p><b>KCC SPECIALIST CHILDRENS SERVICES</b></p>	<p><b>Hunt Number (Business Support, <u>Swale Central - Sittingbourne</u>)</b> Office: 03000 422371</p> <p><b>Hunt Number (Business Support, <u>Island &amp; Rural - Sheppey</u>)</b>  Office: 03000 414333</p> <p>Swale Local Office, Avenue of Remembrance, Sittingbourne, ME10 4DD</p> <p><b>CENTRAL DUTY:</b>  <b>03000 411111</b>  <b>03000 419191 (out of hours)</b></p>	
<p><b>KCC EDUCATION SAFEGUARDING</b></p>	<p><b>Area Safeguarding Adviser</b>  <b>Office:</b> 03000 418503</p> <p><b>Business Support</b>  <b>Office:</b> 03000 415792</p> <p>Brook House, Reeves Way, Chestfield, CT5 3SS</p>	<p><a href="https://www.kelsi.org.uk/child-protection-and-safeguarding">https://www.kelsi.org.uk/child-protection-and-safeguarding</a></p>
<p><b>KCC EARLY HELP</b></p>	<p><b>North Kent</b>  Dartford - 03000 42 15 42 - <a href="mailto:DartfordEarlyHelp@kent.gov.uk">DartfordEarlyHelp@kent.gov.uk</a></p>	<p><a href="https://www.kelsi.org.uk/special-education-needs/early-help-and-preventative-services">https://www.kelsi.org.uk/special-education-needs/early-help-and-preventative-services</a></p>

	<p>Gravesham - 03000 41 39 91 - <a href="mailto:GraveshamEarlyHelp@kent.gov.uk">GraveshamEarlyHelp@kent.gov.uk</a>                  Swale - 03000 42 11 62 - <a href="mailto:EarlyHelpSwale@kent.gov.uk">EarlyHelpSwale@kent.gov.uk</a></p> <p><b>South Kent</b>                  Ashford - 03000 41 03 05 - <a href="mailto:AshfordEarlyHelp@kent.gov.uk">AshfordEarlyHelp@kent.gov.uk</a>                  Dover - 03000 42 29 98 - <a href="mailto:DoverEarlyHelp@kent.gov.uk">DoverEarlyHelp@kent.gov.uk</a>                  Folkestone and Hythe - 03000 41 10 08 - <a href="mailto:ShepwayEarlyHelp@kent.gov.uk">ShepwayEarlyHelp@kent.gov.uk</a></p> <p><b>East Kent</b>                  Canterbury - 03000 41 62 22 - <a href="mailto:CanterburyEarlyHelp@kent.gov.uk">CanterburyEarlyHelp@kent.gov.uk</a>                  Thanet - 03000 41 95 67 - <a href="mailto:ThanetEarlyHelp@kent.gov.uk">ThanetEarlyHelp@kent.gov.uk</a></p> <p><b>West Kent</b>                  Maidstone - 03000 42 23 40 - <a href="mailto:MaidstoneEarlyHelp@kent.gov.uk">MaidstoneEarlyHelp@kent.gov.uk</a>                  Sevenoaks North, Tonbridge and Malling - 03000 42 15 76 - <a href="mailto:sntmearlyhelp@kent.gov.uk">sntmearlyhelp@kent.gov.uk</a>                  Sevenoaks South and Tunbridge Wells - 03000 41 62 00 - <a href="mailto:sstwearlyhelp@kent.gov.uk">sstwearlyhelp@kent.gov.uk</a></p>	<p><b>Where can I find out more?</b>                  For more information:  <a href="http://www.kent.gov.uk/earlyhelp">www.kent.gov.uk/earlyhelp</a>  <a href="http://www.kent.gov.uk/privacy">www.kent.gov.uk/privacy</a></p>
<b>INFORMATION, ADVICE &amp; SUPPORT KENT (IASK)</b>	<p><b>Helpline:</b> 03000 413000                  (Monday to Friday, 9am - 5pm)  <b>Email:</b> <a href="mailto:iask@kent.gov.uk">iask@kent.gov.uk</a>  <b>Address:</b> Shepway Centre, Oxford Road, Maidstone, ME15 8AW  <b>Telephone:</b> 03000 412 41</p>	<p><a href="http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent">http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent</a></p>
<b>KCC REDUCED TIMETABLE GUIDANCE (SEPTEMBER 2017)</b>	<p>Guidance for schools highlighting key factors to consider when reducing a child's time in school.</p>	<p><a href="https://www.kelsi.org.uk/school-management/data-and-reporting/management-information/school-census/reduced-timetable">https://www.kelsi.org.uk/school-management/data-and-reporting/management-information/school-census/reduced-timetable</a></p>
<b>DFE EXCLUSIONS GUIDANCE (SEPTEMBER 2017)</b>	<p>Provides a guide to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.</p>	<p><a href="https://www.gov.uk/government/publications/school-exclusion">https://www.gov.uk/government/publications/school-exclusion</a></p>
<b>DFE ATTENDANCE GUIDANCE (NOVEMBER 2016)</b>	<p>Guidance for maintained schools, academies, independent schools and local authorities to help maintain high standards of pupil attendance.</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></p>
<b>DIGITAL FRONT DOOR (DFD)</b>	<p>Single Point of Access for notifying the Local Authority about pupil exclusions, reduced timetables, and requesting support from the PRU, Inclusion &amp; Attendance Service.</p>	<p><a href="https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/access-to-the-service">https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/access-to-the-service</a></p>