



**Grange
Academy**
Belong • Believe • Achieve

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: Rachel Timms (Headteacher)

Date: February 2026

Approved by: SLT

Date: February 2026

Review Date: February 2027

Rationale

Grange Academy 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. Grange Academy 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.
- Grange Academy 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.
- We will work with families and supporting organisations 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.
- If needed, we will consider a bespoke package of support that includes a personalised timetable with the approval of parents/carers. This may include accessing provision beyond school for example well-being support.
- We always seek to use a personalised timetable to enable a pupil to increase their engagement and attendance.

Key Aims

- For pupils and parents to positively re-engage 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: Grange Academy will hold a meeting to review concerns and strategies used with the pupil and parent/carer, 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: Grange Academy will review personalised timetables regularly with parents/carers and supporting agencies.

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

Risk Assessment: Grange Academy will write behaviour support plan 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

Grange Academy will only use personalised timetables in exceptional circumstances where:

- A pupil is being integrated into Grange Academy. The personalised timetable allows the pupil time to adjust to Grange Academy, 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 is experiencing barriers to engaging 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).

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. 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. If Grange Academy 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**, and 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 Grange Academy 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.
- Grange Academy will inform the Local Authority SEND Officer of any pupil in receipt of a personalised timetable.

Monitoring

Personalised timetables will be monitored in Core Group, CIN, TAF meetings or separate review. We receive regular feedback from our external providers involved in the personal timetable placements.

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, 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.

Safeguarding and welfare of our pupils is paramount. Grange Academy will always have regard and consideration for safeguarding issues and the impact this might have on a pupil when considering a personalised timetable

Present:

Reason for personalised timetable:

Intended Outcome:

Noters from discussion:

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Review Date:

Parent/Carer signature:

Date:

Pupils signature:

Date:

Headteacher signature:

Date:

Date shared with Local Authority: