

## Procedure for Timetable Reduction Requests

<p><b>Stage 1</b> <b>Information-Gathering for new requests</b> <i>YLC led</i></p>	<p>Student/parent expresses concern about a student's ability to manage a full timetable or a particular subject.</p> <p>YLC discusses with parent and may seek more information from teaching staff via a round robin (to all teachers if concern is about a full timetable; individual subject teachers if a particular subject only)</p> <p>YLC also asks parent for new medical/educational evidence if necessary. This might be:</p> <ul style="list-style-type: none"> <li>▪ A letter from a Psychiatrist or a Clinical Psychologist; or</li> <li>▪ A letter from a Hospital Consultant; or</li> <li>▪ A Letter from an Educational Psychologist; or</li> <li>▪ A letter from a Sensory Impairment Specialist; or</li> <li>▪ A letter from a Speech and Language Therapist (SALT).</li> </ul> <p><b>A letter from a GP is not sufficient.</b></p> <p>If appropriate, YLC also seeks information from Learning Support.</p>
<p><b>Stage 2</b> <i>AHT led</i></p> <p>Analysis of information</p>	<p>YLC passes to AHT but remains in consultation.</p> <p>On the basis of the information gathered, either:</p> <p><b>A</b> If teacher feedback/medical evidence does not highlight cause for concern, no further action is required. AHT informs parent and <b><u>the process ends.</u></b></p> <p><b>B</b> If there is evidence that the student is unable to meet the demands of a full timetable/particular subject, <b><u>move to stage 3.</u></b></p>
<p><b>Stage 3</b> <i>AHT led</i></p> <p>Agree next steps</p>	<p>AHT discusses evidence with relevant school staff and agrees next steps. These might include:</p> <ul style="list-style-type: none"> <li>- Subject intervention</li> <li>- Course reduction</li> <li>- Set change</li> <li>- Withdrawal from the subject and access to learning mentor</li> </ul> <p>AHT feeds back to parent and initiates action.</p>