

**Telford & Wrekin Primary Fair Access Protocol**

**Updated 2012**

**Managed Moves, Pupils at Risk of Exclusion and Permanently Excluded Pupils**

**Rationale**

The Government has national and local policies for managing and funding exclusions and states that:

“Schools in an area should be encouraged and enabled to take collective responsibility for preventing exclusions as far as possible, including effective alternatives to exclusion, and for making educational provision for those who are excluded”.

“The 21st Century school system ….will be one in which, to achieve their core mission of excellent teaching and learning, schools look beyond traditional boundaries, are much more outward-facing, working in closer partnership with children, young people and parents; other schools and colleges and learning providers’.

*21st Century schools: A World Class Education for Every Child DCSF 2008*

‘The need for schools to operate in partnership with each other and with those organisations supporting children should be beyond question.

Behaviour and attendance partnerships engage schools working together to promote high standards and to meet the needs of the children in the community. Working together schools can achieve far more than they can acting alone.

All schools have a responsibility to promote the interests of the children in their care. The intention to require all schools to be members of behaviour and attendance partnerships is a necessary move to ensure that children experience good practice regardless of the school where they attend or the area in which they live.’

Learning Behaviour: Lessons Learned.

*A review of behaviour standards and practices in our schools*

*Sir Alan Steer April 2009*

**Principles**

* This protocol is based on the principle of inclusion.
* The practice set out below is intended to support schools and their partners to ensure, as far as possible, that pupils receive a full time education in their allocated school and that no pupil is unnecessarily excluded.
* The protocol sets out the obligations and responsibilities placed on both schools and the LA, firstly to avoid exclusion whenever possible, and, secondly to manage unavoidable exclusions in a professional and equitable manner.
* The provisions of the protocol are further intended to ensure that, where an exclusion or transfer is unavoidable, the processes are swift, equitable to all, and continue to be inclusive in nature.
* In this protocol “parent” includes all those with “parental responsibility” for the pupil and anyone who currently has care of the pupil.
* All Primary, Junior and Infant schools and Admaston short stay provision will take part.
* Schools will continue to admit a large majority of pupils who apply for an available place under normal admission arrangements.
* Parents will still have the right of appeal to an Independent Panel for their preferred school, but information will be given to the panel if a more appropriate school has already been identified for the pupil through the protocol.

This protocol is based on the principle of partnership. The practice set out below is based on a recognition that schools as a whole, the Local Authority (LA) and other services have both individual and collective responsibility to provide a full-time and appropriate education for Telford and Wrekin pupils and that this is best achieved by working together in order to:

* Develop effective alternatives to exclusion, and for making educational provision for those who are excluded.
* Ensure that there is a well-structured re-integration programme so that permanently excluded and managed-move pupils are reintegrated speedily into another school, or are provided with suitable full-time education.
* Avoid individual schools being overwhelmed by having to take too many fixed term or permanently excluded pupils.
* Ensure that funding arrangements support closer co-operation between schools and the LA and are flexible enough to meet the cost of appropriate preventive measures and alternative provision.
* Provide both inside and outside school, a broad range of high quality alternative educational provision for permanently and fixed term excluded pupils, and also those at risk of exclusion.
* Support the principles of The Education and Inspections Act 2006, the ‘Improving Behaviour and Attendance: guidance on exclusion from schools and pupil referral units’ (September 2008) and the DCSF amended guidelines within the Schools Admissions Code (February 2009) and the guidance and recommendations in the Steer report – ‘Learning Behaviour: Lessons Learned’ (April 2009).

**General**

* This protocol is part of a constantly evolving process but has a formal annual review at the end of each academic year. Following the review the LA will present a report to LA Heads of Service and / or the LA School Improvement team, the Local Admissions Forum and the Primary Heads Forum.
* The LA will keep detailed statistics of all cases dealt with under the terms of this protocol and will present an analysis showing the current situation and any trends on an annual basis to members of the Primary Fair Access Panel. This information will inform the report presented to LA Heads of Service and / or the LA School Improvement Team, the Local Admissions Board, the report to the ‘Officer of Schools Adjudicator’, to the Children’s Trust Board and to Primary Heads Forum.
* The LA will be pleased to receive feedback on the workings of this protocol and the whole exclusions process Feedback can be given both formally e.g through the FAP feedback sheets circulated after every meeting and / or informally. Such information will be collated annually and used as part of the annual review process.
* The provisions of this protocol will also apply to pupils who arrive from out of area with similar difficulties or Telford & Wrekin pupils permanently excluded from schools in another LA.
* The right of a head teacher to permanently exclude a pupil is not affected by this protocol. However the LA would not expect this sanction to be taken against children in care. Further advice on such cases can be seen on pages 9-16 Stage 3. The DCSF Exclusion Guidance (September 2008) states that exclusion of children in care should be an absolute last resort.
* This protocol is not intended for use in circumstances where parents themselves initiate a transfer from one school to another. In these cases the LA’s normal admission procedures and associated protocol should be followed. However, in situations where a pupil’s behaviour is of such significant concern that the pupil might otherwise have been at risk of exclusion, it may be helpful to consider a managed move so that the appropriate planning and support can be offered.
* The LA will identify and share good practice with partner schools through the Primary Heads Forum.
* Both Primary and Secondary Fair Access Panels welcome the attendance of other colleagues to observe protocols and procedures as part of the school and Local Authority offer for continued professional development.

**Stage 1**

**All partners will endeavour to avoid exclusion by:**

* Early identification of pupils with behavioural problems, including effective liaison between schools and early years settings;
* Ensuring that, as far as possible, a curriculum appropriate to the needs and learning styles of at- risk pupils is planned and delivered;
* Ensuring that all staff have a shared understanding of the school’s behaviour policies and procedures and receive the training necessary to apply them in both teaching and non teaching situations;
* Establishing an ethos, curriculum, policies and routines in which pupils can learn and model good behaviour and, particularly, in which conflict is avoided;
* Tackling persistent low level disruption;
* Ensuring that all pupils and parents/carers are very clear about the school’s expectations in relation to behaviour.

**Managed Moves**

There are a number of occasions where schools broker managed moves without access to the Fair Access Panel. In these cases the following guidelines should be adhered to:

* It is the responsibility of the Headteacher of the referring school to broker the managed move with the Headteacher of the receiving school.
* It is the responsibility of the schools and the family to discuss the transport implications at the initial discussion, prior to any Managed Move taking place.

The LA will not meet the cost of transport for Managed Move pupils.

It is the responsibility of the two schools and the family to agree who is financially responsible for any necessary transport arrangements.

* The referring school should liaise with the Headteacher of the proposed school to arrange visits and meetings to discuss the integration of the pupil.
* The referring school should identify a named person, e.g. SENCO, class teacher or teaching assistant, who will provide support for the pupil/family and be a key figure throughout the integration period.
* The receiving school should call a transition TAC meeting for pupils for whom this is appropriate. Both Head teachers and their representatives should attend this meeting.
* Any requests to transfer pupils’ files should be treated with the highest priority; all files must be transferred in advance of the pupil’s admission to a new school.
* The receiving school should do everything possible to make the managed move work successfully including careful liaison with the previous school, and Admaston Short Stay School, where appropriate.
* The receiving school should initiate contact as soon as possible with the new family, ensuring that the pupil and his/her family are made to feel welcome and included.
* The receiving school should identify a named person, e.g. class teacher or teaching assistant, who will provide support for the pupil/family and be a key figure throughout the induction period.
* Procedures to monitor the progress of the new pupil and strategies to support him/her should be put in place and discussed with both pupil and parent/carer.
* When a pupil leaves a school, the staff should finalise arrangements. When this occurs through a managed move this is often overlooked hence it is important for both the pupil and school staff to have closure as deemed appropriate.
* Pupils will remain on the roll of the home school until the date on which (s) he is admitted to the receiving school.
* The referring school should notify the LA Placement Team to confirm the managed move
* Once the managed move notification form has been submitted to the LA Placement Team the AWPU funding will be transferred to the receiving school, backdated to the date of admission.

**Stage 2**

For pupils whose behaviour causes concern beyond acceptable levels, there should be a range of provision and responses. Fixed term exclusions should only be used as a last resort.

**School Responsibilities:**

* Complete paperwork for referral to the Primary Fair Access Panel (PFAP) to seek guidance and, when appropriate, additional support (See Appendix I, 2, 3, 4).
* Transport:
* Any request for transport assistance following a placement at an alternative school via the Fair Access Panel will be considered against the criteria in Education’s Home to School Transport Policy (see Sections C & D, Appendix II)
* Attend PFAP to present the request for advice and/or support.
* Schools should ensure that parents/carers (including a social worker for children in care when applicable) become involved and are kept informed when a pupil’s behaviour becomes unacceptable.
* Careful and detailed records of incidents, interventions, contact with parents and strategies employed should be kept on the pupil’s file.
* The schools should consider the case for an Individual Education Plan (IEP) or Individual Behaviour Plans (IBP) if they are not already in existence.
* Consideration should be given to the pupil’s special educational needs status and/or whether their special educational needs are being met, including bringing forward an annual review if a pupil has a statement.In cases where the pupil has a statement the relevant Education Officer for SEN must be informed/involved.
* Schools should ensure that a variety of strategies are employed to overcome the emerging difficulties.
* Schools should be aware of, and prepared to use the wide range of support services available to help pupils, their families and teachers when endeavouring to overcome mounting or serious behaviour problems. This would usually be in the form of a CAF and a TAC meeting.
* Schools should consider the use of Parenting Contracts and Orders for behaviour if it is felt appropriate.
* Schools and key personnel should recognise that a willingness to be flexible and sensitive to the needs of pupils and their families is more likely to generate improvements than inflexibility or insensitivity.
* If the Headteacher takes the decision to give a pupil a fixed term exclusion or to permanently exclude a pupil**, within one school day** (a legal requirement) the head teacher must inform the governing body and the LA of:
  + Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in any one term;

and

* + Exclusions which would result in the pupil missing an examination;
* Schools must provide full-time education from the sixth day of any fixed period of exclusion (this is a legal requirement) and the LA should be notified of what arrangements for provision have been made. This should be off site, but if shared with another provision may be on site.
* The Education and Inspections Act 2006 requires full-time education from the sixth day of an exclusion. However, to ensure that there is minimal disruption to the education, when a child or young person in care is excluded, it is the Government’s view that the schools should arrange alternative provision from the **first day** of a fixed term exclusion.
* In cases of exclusions schools should inform parents/carers that during the first five days of any exclusion parents/carers must ensure that their children are not present in a public place during school hours without reasonable justification and may be committing an offence. Parents/carers are subject to prosecution or a fixed penalty notice of £50 if they fail to do this.
* Informal exclusions are not used under any circumstances, i.e. pupils must not be sent home without following the formal exclusion process (informal exclusions are not allowed by law);
* Part-time and modified time-tables are used only in exceptional circumstances and only for an agreed fixed term and with a clear plan of reintegration. The appropriate paperwork must be completed and sent to the Attendance Support Team. Arrangements for part-time study should be clearly explained to parents/carers and the details recorded in the pupil’s IEP or IBP (see relevant documentation in the Part-Time Protocol)
* For children in care the relevant Social Worker and Education officer must be informed/ involved.

**Local Authority Responsibilities:**

* The LA will provide support through Early Intervention/Integrated Childcare to help tackle underlying personal or family problems which may lead to exclusion.
* Early Intervention/Integrated Childcare will work closely with schools to ensure that pupils are identified as early as possible to prevent exclusion.
* Provide support and advice through the School Improvement Learning and Behaviour Team.
* Advice can be sought from the LA Placements Team.

**Stage 3**

For pupils whose behaviour causes such concern that, despite the measures that have been put in place to support them, they are in imminent danger of being permanently excluded.

A managed move to another school and/or referral to the Fair Access Panel would be an appropriate alternative.

The options are:

* Advice from the panel regarding additional strategies which the school could employ to meet the individual needs of the child

or

* Intervention at Admaston Short Stay School for an assessment and intervention programme then a supported reintegration to their own school

or

* Intervention at Admaston Short Stay School for an assessment and intervention programme then a supported managed move to another school

(refer to Sections C & D, Appendix II re transport implications)

or

* Outreach support from Admaston Short Stay School

or

* Inclusion support in own school by Learning and Behaviour Team (BST or Inclusion Mentor).

**School Responsibilities:**

* Appendix I - 4 explains the course of the Fair Access Panel
* Before considering permanent exclusion for any Child in Care either in Telford and Wrekin or another authority where a pupil is attending an education setting, you should contact and liaise closely with the Corporate Parenting Team. The school should call an urgent review of the pupil’s PEP and invite a representative of the Corporate Parenting Team to discuss issues / provision. The DCSF Exclusion Guidance (September 2008) states that exclusion of children in care should be an absolute last resort.
* The Education and Inspections Act 2006 requires full time education from the sixth day of an exclusion. However to ensure that there is minimal disruption to the education, when a child or young person in care is permanently excluded, it is the Government’s view that the LA should arrange alternative provision from the **first day** of a permanent exclusion.
* Before considering permanent exclusion for any pupil under statutory assessment or already in receipt of a Statement of SEN you should contact and liaise closely with your school’s allocated Education Officer for SEN. For all pupils with a Statement of SEN schools should call an urgent annual review meeting and invite the Education Officer for SEN to discuss issues / provision.
* In cases of exclusions, schools should inform parents/carers that during the first five days of any exclusion parents/carers must ensure that their children are not present in a public place during school hours without reasonable justification and may be committing an offence. Parents/carers are subject to prosecution or a fixed penalty notice of £50 if they fail to do this.
* If a Headteacher decides to refer the student’s case to the Primary Fair Access Panel, the school should complete in full the Request for Additional Support form (Appendix Il) and provide as much detail as possible about the pupil and the events which have led up to the referral, including review of PEP for children in care.
* Sufficiently detailed information should be submitted in order to justify any request for additional support or to remove the pupil.
* The school’s recommendation for the most appropriate route for the pupil should also be provided.
* Schools should be explicit in what they expect from the Fair Access Panel (please tick one box on the form).
* The form must be signed by the head teacher.
* The school must have the pupil’s parents/carers’ (or social worker’s for children in care) written consent to the move and the form must be signed by the parent / carer.
* The school must ensure that the parents/carers understand clearly that they lose any right of hearing or appeal to the governors or an independent appeal panel.
* A form is attached at appendix Il (at the end of the ‘Request for Additional Support form’) to obtain parent/carers’ written consent.
* Appendix III attached is a parents/carers information leaflet which explains the process for parents.
* The completed forms should be sent to the Admin. Officer for Inclusion and Elected Home Education at least one week prior to the Fair Access Panel meeting.(Deadline is 12.00 noon on the Thursday preceding the scheduled FAP meeting)
* The Headteacher/Deputy Headteacher/Assistant Headteacher, along with other staff members if deemed helpful by the school, must attend the Fair Access Panel to give further information about the pupil and answer questions from panel members in order to get a full picture of the child’s needs.

**Local Authority Responsibilities:**

* Advice can be sought from the LA Placements Team.
* The LA will respond to the referring school, normally within 2 working days by:
  + Confirming receipt of information
  + Making and discussing an alternative recommendation
  + Referring back for further information
  + Referring back for further action by the school
* Invite referring school’s Head teacher to the panel
* Organise and bring relevant paperwork to the Fair Access Panel – including information from Early Intervention/Integrated Childcare.
* Will provide appropriate detailed information so that a report may be given to the Primary Heads Forum on an annual basis.

**Fair Access Panel**

* The Fair Access Panel will meet every 3 weeks and will consist of:
  + 5 Headteachers representing each of the Clusters
  + Service Delivery Manager: Consultancy and Advisory Services
  + Head of Admaston Short Stay School (or their representative)
  + Team Leader: Learning and Behaviour
  + Early Intervention Group Manager
  + Group Manager - Access and Achievement
  + Representative from Placements Team
  + Administrative Officer
  + CAMHS representative
* In considering their response to the referral, Headteachers and LA officers will take into account
* The seriousness of the event(s) which triggered the referral
* The pupil’s attendance, attainment and progress
* The efforts which the school has made to improve the pupil’s behaviour
* Equity of placements information
* CAF and TAC process
* The extent to which the school has employed the support of internal and external agencies
* The range of strategies used by the school to meet the child’s needs
* The likelihood of a successful outcome if the pupil is moved to another mainstream school
* The pupil’s SEN and/or disability
* Children in Care
* The information received from the school with regard to their school profile

Once a course of action has been agreed by the Fair Access Panel a feedback form summarising the agreed outcomes will be sent to the Headteacher who presented the case and to the organisations being asked to provide the additional / alternative support. The following provisions apply:

(All requests for further information or clarification about pupils in these circumstances should be treated with the highest priority by all parties.)

1. Advice from the panel regarding additional strategies which the school could employ to meet the individual needs of the child
2. Intervention at Admaston Short Stay School for an assessment and intervention programme then a supported reintegration to their own school

1. Intervention at Admaston Short Stay School for an assessment and intervention programme then a supported managed move to another school
2. Outreach support from Admaston Short Stay School (in some circumstances this may be followed by a managed move to another school)
3. Inclusion support in own school by a member of the Learning and Behaviour Team

If a managed move is required:

* The LA will broker the managed move with the receiving school. This will be done with the backing of the Primary Fair Access Panel.
* The Head of Admaston Short Stay School should liaise with the referring school to arrange visits and a support package.
* The receiving school should call a transition TAC meeting for pupils for whom this is appropriate. Representatives (Head teacher or their representative) from both schools should attend. Head of Admaston Short Stay School should be invited as appropriate.
* Any requests to transfer pupils’ files should be treated with the highest priority; all files must be transferred in advance of the pupil’s admission to a new school.
* Pupils will remain on the roll of the home school until the date on which (s)he is admitted to the receiving school.
* The receiving school should liaise with the Head of Admaston Short stay School to arrange visits and meetings to discuss the integration of the pupil.

[Part-time placements at Admaston Short Stay School are time limited, with the intention that pupils are re-integrated back in to a main stream school as soon as possible. On entry to Admaston a school will be named, this is in order to ensure that a successful re-integration back in to a main stream learning environment is secured. However, where a pupil has been permanently excluded or, in exceptional cases, where the Head of School Improvement Service deems it necessary, immediate placement in to Admaston may be necessary.]

* Pre-entry meetings are held between the Headteacher of the Admaston Short Stay School, the pupil and the parents.
* Parents and pupils visit Admaston
* Staff from Admaston visit the pupil in their receiving school to support their learning and behavioural needs.
* A short mid-placement review meeting is held to consider pupil’s progress
* A re-integration meeting is held in order to plan with the school for the pupil to return to full-time.
* In exceptional circumstances the placement may be extended.
* An end of placement report is produced for each pupil.

* The receiving school should use the time whilst the pupil is attending Admaston and the information available to plan an appropriate induction and curriculum individually designed to meet the needs of the pupil. Such a package might include phased admission, or other planned activities outside the normal curriculum.
* The receiving school should do everything possible to make the managed move work successfully including careful liaison with the previous school, Admaston, and Integrated Children Services.
* The receiving school should initiate contact as soon as possible with the family, ensuring that the pupil and his/her family are made to feel welcome and included.
* The receiving school should identify a named person, e.g. SENCO, class teacher or teaching assistant, who will provide support for the pupil/family and be a key figure throughout the induction period.
* Procedures to monitor the progress of the new pupil and strategies to support him/her should be put in place and discussed with both pupil and parent/carer.
* Once the managed move notification form has been submitted to the LA the AWPU funding will be transferred to the receiving school, backdated to the date of admission.

**Managed move with support from the Learning and Behaviour Team as part of a package of support**

* The Local Authority will broker the managed move with the receiving school. This will be done with the backing of the Primary Fair Access Panel
* Learning and Behaviour Team representative will liaise with the referring school to arrange visits and discuss a support package.
* The referring school should liaise with the Headteacher of the proposed school to arrange visits and meetings to discuss the integration of the pupil.
* The referring school should identify a named person, e.g. class teacher or teaching assistant, who will provide support for the pupil/family and be a key figure throughout the integration period.
* The receiving school should call a transition TAC meeting for pupils for whom this is appropriate. This should include the head teacher or their representative.
* Any requests to transfer pupils’ files should be treated with the highest priority; all files must be transferred in advance of the pupil’s admission to a new school.
* The receiving school should do everything possible to make the managed move work successfully including careful liaison with the previous school, L&B 21, and Integrated Service Manager.
* The receiving school should initiate contact as soon as possible with the new family, ensuring that the pupil and his/her family are made to feel welcome and included.
* The receiving school should identify a name person, e.g. class teacher or teaching assistant, who will provide support for the pupil/family and be a key figure throughout the induction period.
* Procedures to monitor the progress of the new pupil and strategies to support him/her should be put in place and discussed with both pupil and parent/carer.
* When a pupil leaves a school, the staff like to finalise arrangements. When this occurs through a managed move this is often overlooked hence it is important for both the pupil and school staff to have closure as deemed appropriate.
* Pupils will remain on the roll of the home school until the date on which (s)he is admitted to the receiving school.
* Once the managed move notification form has been submitted to the LA the AWPU funding will be transferred to the receiving school, backdated to the date of admission.

**Permanent exclusion**

* The LA will make provision for those pupils who are permanently excluded. From September 2007 this will be from the 6th day of any permanent exclusion. This is a legal requirement.
* Before considering permanent exclusion for any Child in Care either in Telford and Wrekin or another authority where a pupil is attending an education setting, you should contact and liaise closely with the Corporate Parenting Team. The school should call an urgent review of the pupil’s PEP and invite a representative of the Corporate Parenting Team to discuss issues / provision. The DCSF Exclusion Guidance (September 2008) states that exclusion of children in care should be an absolute last resort.
* The Education and Inspections Act 2006 requires full time education from the sixth day of an exclusion. However, to ensure that there is minimal disruption to the education, when a child or young person in care is permanently excluded, it is the Government’s view that the LA should arrange alternative provision from the **first day** of a permanent exclusion.
* In cases of exclusions schools should inform parents/carers that during the first five days of any exclusion parents/carers must ensure that their children are not present in a public place during school hours without reasonable justification and may be committing an offence. Parents/carers are subject to prosecution or a fixed penalty notice of £50 if they fail to do this.
* **Within one school day** the head teacher must inform the governing body and the LA of a permanent exclusion. This is a legal requirement.
* To provide full time education for a pupil who has been permanently excluded from the 6th day is a statutory obligation.
* In all but the most exceptional cases, pupils will be reintegrated to another mainstream school only after a period of time in the Admaston Short Stay School. A key element of the programme of work in Admaston will be regular assessments of behaviour and attitudes to ensure pupils are ready for return to school.
* The Admaston Short Stay School, in conjunction with the Placements Team will arrange for the re-admission of permanently excluded pupils fairly among all schools.
* Pupil’s case would be presented to the Primary Fair Access Panel.
* Contextual information regarding schools would be available to members of the Primary Fair Access Panel.
* When placing a pupil in another mainstream school consideration will be given to parental preference and the circumstances surrounding the managed move.
* Where possible the next nearest school to the pupil’s home will be requested.
* Admaston Short Stay School will provide a package of support for the pupil as part of the reintegration process.

**Appendix I**

**Procedure for ‘Requests for Additional Support’ for pupils with BESD**

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Pupil **without** Statement of SEN

Pupil **with** Statement of SEN

**Options to consider:**

* Support from L & B via TAC meeting – request BST teacher or
* L & B Inclusion Mentor who works with pupil in own school
* Learning Mentor
* Nurture Group
* Support via SA+ funding
* Consultation with EPS, SALT, SIS, LSAT
* Referral to PFAP
* CAMHS

**Options to consider:**

* Intervention programme
* Curriculum delivery
* Support via SA+ funding
* Alternative Curriculum [KS4 only] e.g. Travel 2 Learn, re-engagement programme
* Modified timetable
* Advice from 14 – 19 team
* Consultation with EPS, SALT, SIS, LSAT, EWO, SMDS, YOS, YISP
* Support from L & B via TAC meeting – request BST teacher
* Managed Move
* Referral to SFAP

If the pupil has a statement of SEN there is no need to refer to Fair Access Panel as there are already established routes to access additional support.

1. When the pupil is not making adequate progress
   * Review the pupil’s provision map
   * Consider additional intervention programmes
   * Consider alternative ways to deliver the curriculum within school
   * Review deployment of whole school resources, support staff and teaching materials
   * Seek advice from inclusion support services and other agencies
   * Call an annual review
2. If an intervention at a short-stay school is being considered
   * complete a CAF then convene a TAC meeting to make a referral for BST intervention
   * if BST recommends short-stay school complete the request form, with parental consent, send to SEN team

Note: all referrals for statemented pupils to attend Admaston short-stay school are prioritised according to available places and the level of each pupil’s need at the LA Officer’s placement panel [held every three weeks]. The school and parents are informed if a place is allocated.

1. If a change of placement is being considered
   * consult with inclusion support services, particularly the educational psychologist if special school is being considered
   * take advice from an SEN education officer if needed
   * hold an annual review involving the agencies involved
   * send recommendations with reasons and supporting evidence to SEN team as part of the annual review report.

**Review of current provision / support via:**

* School / Pathways
* Pupil progress meeting
* TAC meeting / plan
* Learning and Behaviour Team Leader
* Education Officer – Placements
* P.E.P. meeting [for CiC]
* Meeting with Parents

**KS 3 / 4 pupil**

**KS 1/ 2 pupil**

**Referral to Primary Fair Access Panel**

**Referral to Secondary Fair Access Panel**

[Continued from previous page]

Referral to Primary Fair Access Panel

Referral to Secondary Fair Access Panel

**Support available via Primary Fair Access Panel :**

Please refer to list over page, numbers i - iv

**Support available via Secondary Fair Access Panel :**

Please refer to list over page, numbers i - iv

**Post Fair Access Panel:**

1. Placements Team complete outcome and feedback forms and send, electronically, to Headteacher, Behaviour Managers and the organisations who were asked to provide additional support.
2. Pupil’s papers are forwarded to the recommended provision.
3. Inclusion team will monitor pupil’s placement until pupil is on roll.
4. AWPU will be transferred / deducted to receiving school when Inclusion Team receives completed form.

* Pupils with serious physical medical needs may be referred directly to Betty Ellis-Martin at King Street 14 -19 Alternative Provision. A consultant’s letter will be required to support the referral indicating that the pupil is not fit for mainstream school.

* Pupils with serious mental health issues who are seeking a placement at King Street 14 -19 Alternative provision should make the usual school referral via the Secondary Fair Access Panel. A consultant’s letter from CAMHS will be required to support the referral indicating that the pupil is not fit for mainstream education.

**Points for FAP members to consider when responding to ‘Request for Additional Support’:**

* The seriousness of the event (s) which triggered the referral
* The pupil’s attendance, attainment and progress
* The effort to which the school has made to improve the pupil’s behaviour
* CAF and TAC process
* The extent to which the school has employed the support of internal and external agencies
* The range of strategies used by the school to meet the child’s needs
* The likelihood of a successful outcome if the pupil is moved to another mainstream school
* The pupil’s SEN and or disability
* Children in care
* The information received from the school with regard to their school profile
* Equity of Provision information

**Support available via Secondary Fair Access Panel:**

1. Advice from the panel regarding additional strategies which the school could employ to meet the individual needs of the child **or**
2. Intervention at Admaston KS 3 Short Stay School or at King Street 14 – 19 Alternative Provision for an assessment and intervention programme then a supported reintegration to their own school **or**
3. Intervention at Admaston KS 3 Short Stay School or King Street 14 – 19 Alternative Provision for an assessment and intervention programme then a supported managed move to another school **or**
4. Outreach support from Admaston KS 3 Short Stay School or King Street 14 – 19 Alternative Provision **or**
5. Consideration for a place at King Street 14 – 19 Alternative Provision for a personalised programme of provision [only available to KS4 students].

**Support available via Primary Fair Access Panel:**

1. Advice from the panel regarding additional strategies which the school could employ to meet

the individual needs of the child **or**

1. Intervention at Admaston Short Stay School for an assessment and intervention programme then a supported reintegration to their own school **or**
2. Intervention at Admaston Short Stay School for an assessment and intervention programme then a supported managed move to another school **or**
3. Outreach support from Admaston Short Stay School **or**
4. Support in own school from Learning and Behaviour Team

**Pupils who fall within the remit of the Fair Access Panels:**

* Children in care
* Children attending PRUs who need to be re-integrated back into mainstream education
* Children who have been out of education for longer than one school term
* Children whose parents have been unable to find them a place after moving to the area, because of a shortage of places;
* Children withdrawn from schools by their family, following a fixed term exclusion and unable to find another place
* Children of refugees and asylum seekers
* Homeless children
* Children with unsupportive family backgrounds, where a place has not been sought
* Children known to the police or other agencies
* Children without a school place and with a history of serious attendance problems
* Traveller children
* Children who are carers
* Children with special educational needs [but without a statement]
* Children with disabilities or medical conditions
* Children returning from the criminal justice system
* Children of UK service personnel and other Crown Servants
* Children who have either had unsatisfactory home-education or wish to return to mainstream school from EHE

**APPENDIX ll**



**Pathways Educational Support Service**

**Request for additional support**

**Pupil name** ……………………………………………. **Dob** ……………….. **Yr Gp** ………….

**Pupils specific height** …………………………………………

[This information is only necessary if pupil requires, and is entitled to, transport assistance).

**School** ……………………………………………… **Contact No**. ……………………………………

**Headteacher** ……………………………………… **Class Teacher/Tutor** ………………………….

**SENCO** ……………………………………………… **SEN status:** N SA SA+ RSA S

**Ethnicity** ………………………………………….... **CiC**  Yes / No

**Parent/Carer’s Name** …………………………… **Parent/Carer’s Name** …………………………

**Home Address** …………………………………….. **Home Address** ………………………………...

………………………………………………………. ……………………………………………….…

………………………………………………………… ………………………………………………..

**Phone Number** ……………………………………. **Phone Number** ………………………………

**Mobile** …………………………………………………. **Mobile** …………………………………………

**Free School Meals:** Yes / No **Position in Family** …………………………

|  |  |
| --- | --- |
| **Educational History:**  **Current school:**  **Previous schools:**  **Any other provision:** | **Dates:**  **Dates:**  **Dates:** |

**Please comment on pupil’s current attainment, targets and progress:**

Reading Age …………………………………………… Spelling Age ……………………………

SATs: **KS1** E M S **KS2** E M S **KS3** E M S

Current NC levels: Eng Ma Sci

End of Year Targets/Teacher Assessment: Eng Ma Sci

End of KS2 Targets/Teacher Assessment: Eng Ma Sci

End of KS3 Targets/Teacher Assessment: Eng Ma Sci

End of KS4 Targets/Teacher Assessment: Eng Ma Sci

**Is the pupil on a modified timetable? [Please give details**]……………………………………………….………..

………………………………………………………………………………………………………………………………………..

……………………………………………………………………………………………………………….

**Is the pupil accessing alternative provision? [Please give details]**...................................................

…………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………

**Attendance this academic year:** ………………………%

**Are there any other agencies currently involved? [Please circle and add date if known]**

EPS CAMHS EWS

SIS BSS CIC

Soc Care LSAT YOS

Safeguarding Connexions Counselling

CAF/TAC process [date of most recent] Other:

**What behaviours are causing concern? In rank order please *(Primary schools please refer to priority behaviours from the behaviour checklist; Secondary schools please refer to***

***social skills questionnaire)***

1

2

3

4

**What is the frequency and severity of these behaviours – per lesson / day / week?**

1

2

3

4

**What usually happens BEFORE a priority concern incident – describe any patterns**

**What usually happens AFTER a concern incident – describe any patterns**

**What do you think the pupil gains by this behaviour?**

**Are there any concerns around breaks and lunchtimes? Please describe**

**In managing behaviour concerns, what strategies have been tried and with what degree of success?**

**What are the positive aspects/achievements of this pupil?**

**When does the concern behaviour not occur?**

**What appropriate behaviours does the pupil show (i.e. can sit still and quietly while teaching tasks are set, can enter a classroom appropriately etc)**

**What are the parents’/carer’s views of the situation?**

**What view of the situation has the pupil expressed?**

**What would have to change for him/her to re-integrate successfully into mainstream school?**

1

2

3

|  |
| --- |
| **Please add any other information that may be useful? [Behaviour out of school, relationships with peers]** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **What additional support is the school requesting [Please tick one box]**     |  |  |  | | --- | --- | --- | |  | Advice from the panel regarding additional strategies which the school could employ to meet the individual needs of the child |  | |  | Intervention at the Linden Centre for an assessment and intervention programme then a supported reintegration to their own school |  | |  | Intervention at the Linden Centre for an assessment and intervention programme then a supported managed move to another school |  | |  | Outreach support from Learning & Behaviour |  | |  | Support in own school from the Learning and Behaviour Team |  | |  | Consideration for 14 -19 King Street provision [KS4 only] |  | |

Thank you for taking the time to complete this form. The information you have provided will help us to define the issues and plan a programme of intervention.

Please ensure that:

* All sections are completed
* Any recent IEP/IBP’s are attached
* A copy of the most recent annual school report is attached
* An attendance certificate for the last 12 months is attached
* Copy of exclusion summary is attached
* A copy of the most recent TAC plan is attached

And finally, please indicate the contributors to this document below

Contributor Position

1.

2.

3.

4.

**Headteachers’s Signature:…………………………………….. Date completed:…………...**



**EMOTIONAL AND BEHAVIOURAL DEVELOPMENT SCALE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| DESIRABLE BEHAVIOUR | Not at all | Rarely | Sometimes | Fairly Often | Often | Always |
| **CONDUCT BEHAVIOUR** | Very Poor |  | | | | Very Good |
| **1. Behaves respectfully towards teachers**  E.g., Respects teachers and answers teachers politely, does not interrupt or deliberately annoy, does not show verbal aggression. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **2. Shows respect to other pupils**  E.g., Interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **3. Only interrupts appropriately.**  E.g., Does not disrupt unnecessarily, does not distract or interfere with others, does not pass notes, fidget, hum, talk when others are talking. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **4. Seeks attention appropriately**  E.g., Does not seek unwarranted attention, pupil behaves in ways warranted by the current classroom activity, does not behave in a silly manner or call out in class. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **5. Is physically Peaceable**  E.g., is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **6. Respects property**  E.g., Values and looks after property, does not damage or destroy property, does not steel. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **7. Observes school and teacher rules**  Attends classes, does not leave seat without permission, does not tell lies. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **EMOTIONAL BEHAVIOUR** |  | | | | | |
| **8. Is active and forthcoming**  E.g., Responsive to surroundings, does not stare into space, daydream excessively. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **9. Has empathy.**  E.g., Is tolerant of others, shows understanding and sympathy, is considerate. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **10. Is socially aware**  E.g., Interacts appropriately with others, is not a loner or isolated. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **11. Is happy**  E.g., Has fun when appropriate, smiles, laughs, is cheerful, is not tearful, depressed, whining. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **12. Is confident**  E.g., Is not anxious, high self esteem, relaxed, does not fear failure, is not shy, afraid of new things, is robust. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **13. Is emotionally stable**  E.g., Moods remain relatively stable, does not have frequent mood swings. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **14. Shows good self control**  E.g., Patient, not easily flustered, not touchy. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **LEARNING BEHAVIOUR** |  | | | | | |
| **15. Is attentive**  E.g., Not easily distracted, completes work, keeps on task and concentrates. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **16. Has an interest in school work**  E.g., Good motivation, shows interest, enjoys school work | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **17. Good learning organisation**  E.g., Works systematically, at a reasonable pace, knows when to move onto next activity or stage, can make choices, is organised. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **18. Shows perseverance in learning**  E.g., Is conscientious, independent, has a positive approach to school work, perseveres with tasks. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **19. Is an effective communicator**  E.g., Speech is coherent, thinks before answering | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **20. Works efficiently in a group**  E.g., Takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively. | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
| **21. Seeks help where necessary**  E.g., Does not make excessive demands on the teacher | ٱ | ٱ | ٱ | ٱ | ٱ | ٱ |
|  | Not at all | Rarely | Sometimes | Fairly Often | Often | Always |

**PARENT / CARERS CONSENT FORM**

**A. PUPIL DETAILS:**

Name of Pupil: ………………………………………………..………School:………………………………...…

Parents / Carer’s name:………………….…………………………………………………………………….….

Parents / Carer’s address:…………………...………………………………………………………………...…..

Parents / Carer’s home telephone no:…………………….…………..…Mobile no:………………………...…

**B. OPTIONS AVAILABLE TO SCHOOL AND PARENTS / CARERS – PLEASE TICK ONE BOX:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Advice from the panel regarding additional strategies which the school could employ to meet the individual needs of the child |  |  |
| 2. | Intervention at the Linden Centre for an assessment and intervention programme then a supported reintegration to their own school |  |  |
| 3. | Intervention at the Linden Centre for an assessment and intervention programme then a supported managed move to another school |  |  |
| 4. | Support in own school from L & B Inclusion Mentor |  |  |

**C. MY / OUR PREFERENCES FOR ALTERNATIVE SCHOOLS ARE:**

Before nominating preferences for alternative schools please note that any request for transport assistance will be considered against the criteria in Education’s Home to School Transport Policy, which states:-

* Transport, or help with it, may be provided for eligible children who live beyond the maximum statutory walking distance [3 miles for secondary and 2 miles for primary aged children] from their designated or nearest school. If you apply for a school, which is some distance from your home address, the transport arrangements will normally be the family’s responsibility.
* A request for transport assistance for pupils allocated one of their preferred schools via the Fair Access Panel will be considered against the criteria in the Home to School Transport Policy
* Pupils allocated a school via the Fair Access Protocol which is not one of their 3 preferences will be deemed to be attending their designated school for the purpose of provision of transport. The criteria within Education’s Home to School Transport Policy will be applied to any request for transport assistance – eg 2-mile distance criterion.

1. ………………………………………………………………………….
2. ……………………………………………………………………….…
3. …………………………………………………………………….……

Signed: …………………………………………. Parent / Carer Date: ………………………………

**D. PERMANENT EXCLUSION:** If the pupil is at serious risk of permanent exclusion and a managed

move is being considered please ensure parents / carers are aware of the details below…..

1. I/We have been informed that my/our child is at risk of permanent exclusion.
2. I/We agree to a managed move to an alternative placement for my/our child.
3. I/We understand that in agreeing to a managed move I/we forfeit the rights of appeal to the school governors and an Independent Appeal Panel which are part of the permanent exclusion process.
4. Transport implications - Transport, or help with it, may be provided for eligible children who live beyond the maximum statutory walking distance [3 miles for secondary and 2 miles for primary aged children] from their designated or nearest school. If you apply for a school, which is some distance from your home address, the transport arrangements will normally be the family’s responsibility.

**APPENDIX III**

**CHILDREN & YOUNG PEOPLE**

**LEARNING & ACHIEVEMENT**

**PUPILS AT RISK OF REFERRAL TO FAIR ACCESS PANEL (Primary)**

**Parents/Carers Information Leaflet**

You have been contacted because your child is at risk of permanent exclusion from their school. The Headteacher may be considering this option as a final step because your child’s behaviour has caused ongoing concern and has not improved despite the school providing and using all appropriate support strategies. Or it may be because in the Headteacher’s judgement a permanent exclusion is appropriate because your child has been involved in a “one off” serious offence.

In Telford & Wrekin, schools and the Local Authority have been working closely together to help prevent pupils from experiencing permanent exclusion from school. The Headteacher or their representative will have met with you to discuss the difficulties and a “managed move” may have been suggested. This will avoid the need for a permanent exclusion and give your child the opportunity to build new relationships in a new school.

A managed move can only take place if you are in agreement and your child is willing to transfer to a new school.

You need to be aware that if your child is permanently excluded you would have the right to appeal against the permanent exclusion to the school governors and an Independent Appeal Panel. If you agree to a managed move you will forfeit these rights.

A managed move may involve your child spending a short period of time at the Admaston Short Stay School. As well as following a programme of Core Curriculum studies, the time spent at Admaston will be used to assess your child’s learning and behaviour needs and their readiness to return to school. Staff will work very closely with parents/carers, schools and the your child to ensure a smooth and successful move to another school

As parents/carers you will be asked to state a preference for alternative schools. The school and Local Authority will try, but may not always be able to, meet your preference depending on the availability of places.

**APPENDIX IV**

Fair Access Protocols;

**Recommendations from School Admissions Code – February 2009**

1. Local authorities, working with parents **should** draw up reintegration plans for permanently excluded pupils at an early stage, but it is not expected that all permanently excluded pupils are to be reintegrated to a mainstream school.

2. In general, pupils **should not** be reintegrated to mainstream schools unless they are ready and schools **should not** be required or pressured into taking a pupil until their behavioural problems have been assessed, suitably addressed and they are ready to take the step back into a mainstream setting. In addition, some pupils may benefit from an early start in a further education college or other setting.

3. Local authorities **should** offer schools additional help to reintegrate some pupils, for example, Pupil Referral Unit (PRU) teachers continuing to work with the pupil when they have returned to mainstream school or a dual registration arrangement where, for a short time, the pupil spends part of the week in a PRU and part in the school, to ensure a smooth transition.

4. Local authorities **must** consider the circumstances of the individual pupil, in terms of what is best for them, whether they are ready for mainstream schooling and, if so, which mainstream school will be best able to meet their needs. This principle **should** also guide the operation of Fair Access Protocols. Protocols **should** avoid an inflexible approach, where schools are routinely expected to admit the next child in line without any consideration of other factors. The allocation of pupils **should** be equitable with no one school or Academy being required to take a disproportionate number of challenging children.

5. Schools cannot cite oversubscription as a reason for not admitting a pupil under a Fair Access Protocol. Hard to place pupils **should** be given priority for admission over others on a waiting list or awaiting an appeal. Schools **must** respond quickly to requests for admission so that the admission of the pupil is not delayed and **should not** insist on an appeal being heard before admitting a child under a Protocol. Schools **should not** refuse to admit a pupil who has been denied a place at that school at appeal, if the Protocol identifies that school as the one to admit the child.

6. As part of assessing the suitability of a placement for a pupil, the local authority (or placement panel) **must** take account of any genuine concerns about the admission, for example a previous serious breakdown in the relationship between the school and the family, or a strong views about the religious ethos of a school.

7. Wherever possible, pupils with a religious affiliation **should** be matched to a suitable school, but this **should not** override the protocol if the school is unable to take the pupil, or if the pupil identified for the school does not have that affiliation.

8. Protocols **must** include, as a minimum, children of compulsory school age in the following categories:

• Children attending PRUs who need to be reintegrated back into mainstream education;

• Children who have been out of education for longer than one school term;

• Children whose parents have been unable to find them a place after moving to the area, because of a shortage of places;

• Children withdrawn from schools by their family, following fixed term exclusions and unable to find another place;

• Children of refugees and asylum seekers;

• Homeless children;

• Children with unsupportive family backgrounds, where a place has not been sought;

• Children known to the police or other agencies;

• Children without a school place and with a history of serious attendance problems;

• Traveller children;

• Children who are carers;

• Children with special educational needs (but without a statement);

• Children with disabilities or medical conditions;

• Children returning from the criminal justice system; and

• Children of UK service personnel and other Crown Servants.

**APPENDIX V: Request for Additional Support Feedback Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Date of FAP |  | Name of School |  |
| Name of student |  | DOB |  |
| Gender |  | Ethnicity |  |
| SEN |  | CiC |  |

|  |
| --- |
| Key issues identified |
| Further information sought by panel |

|  |
| --- |
| Recommendations of the panel |

|  |
| --- |
| Headteacher / Presenter feedback  Did you feel you had adequate opportunity to present all aspects of the case?  Did you feel the level of challenge by the panel to be appropriate?  Were the panel’s recommendations supportive in meeting the individual needs of the student?  Any other comments? |

Please complete and return this form Chris Minton (Chair) [chris.minton@telford.gov.uk](mailto:chris.minton@telford.gov.uk)

**Appendix Vl**

**Accessing Support from Learning and Behaviour**

* A referral to support the transition in the foundation stage from the Early Intervention Team.
* A referral through the TAC process
* A referral through Primary Fair Access Panel

**Accessing a PRU place**

* For children without statements; through Fair Access Panel (contact: [Lorraine.Beckwith@telford.gov.uk](mailto:Lorraine.Beckwith@telford.gov.uk) or phone 80851)
* For children with statements through L.A. Placements Panel

**Accessing support or a managed move for a child with a statement**

* By holding an (emergency) annual review (contact the appropriate Education Officer for SEN)

**Accessing support from the Education Psychology Service**

* Consultation with school link EP
* Recommendation for consultation through FAP