
Telford and Wrekin Secondary Fair Access Protocol

September 2022



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Introduction

This Protocol describes the operation of the Fair Access Panel and sets this in the context of a graduated response to meet the needs of young people. It has been written following extensive consultation with all secondary schools in Telford and Wrekin. In March 2021, there were two meetings at which schools were invited to describe their vision for how the protocol would evolve. This led to a formal consultation process in May 2021 where schools were invited to respond to a series of proposals for the future working of the Fair Access Panel; responses were received from 10 of 13 schools.

On 8th December 2021, a further meeting was held to share the responses to the consultation and agree further detail. All 10 non-selective mainstream secondary schools were represented at this meeting. The following protocol reflects the majority view from this meeting.

This update for September 2022 builds on feedback from the final Fair Access Panel meeting of the academic year 2021-22 and reflections following two terms of operation of the protocol.

The Fair Access Panel operates on the following three core principles:

- The needs of the child is at the centre of any decision made
- All decisions are open and transparent
- Schools and the Local Authority work together collectively to find the best solution for the young person

The following key changes have been made from the previous Fair Access Protocol (published September 2019):

- The Hard to Place process is now based on school demographic factors, points attributed to the school based on the needs of the young person and league tables of school tariffs; as opposed to a hard to place threshold and a quota for each school
- Schools are required to respond to in-year requests within two working days
- Clarification of the process of admitting children returning from Elective Home Education
- Where there is an in year admission that doesn't score against the Hard to Place criteria, these are placed fairly across schools
- Introduction of a maximum expected travel time of 60 minutes
- Expectation that all Hard to Place young people will go straight on roll at their new school.
- Managed Moves will no longer be offered through the Fair Access Panel, these arrangements will be made directly between schools.

There are five key elements to this FAP protocol:

Part A - Hard to Place Protocol – the Hard to Place Protocol concerns the placement of young people who apply for a school during the course of the school year, called 'in-year' applicants, where it has not been possible to secure a school place quickly, or where the child meets at least one of the criteria for hard to place. Included within the scope of this protocol would be children moving into the authority from elsewhere in the country or overseas; children returning from Elective Home Education and children returning to mainstream education from a Pupil Referral Unit (PRU) where the referring PRU deems the child ready to make a successful return to mainstream.

Part B - Managed Move Protocol – the Managed Move Protocol describes the placement of students who are moving from one school to another within the local authority area as a mechanism to break a cycle of behaviour. Managed moves are arranged directly between schools and do not go through the Fair Access Panel, therefore this element of the Protocol is intended to provide guidance for schools in the arrangement and operation of these.

Part C - Request for Additional Support – the local authority and its partners provide a number of provisions and resources which support schools in meeting the needs of young people. This includes Assessment and Intervention Centres / Pupil Referral Units and 'House 1'. Request for and allocations of this support come through the Fair Access Panel.

Part D – Operation of the Fair Access Panel – the protocols and membership of the Fair Access Panel.

Part E – Permanent Exclusions – the processes and conditions when considering a Permanent Exclusion

Part A – Hard to Place Protocol

A1 Introduction

1.1 The Hard to Place element of this protocol is triggered by either an in-year admission where the young person is identified as potentially Hard to Place or through a referral from a Pupil Referral Unit.

1.2 “The Admissions Authority must not refuse to admit a child solely because:

- a) they have applied later than other applicants;
- b) they are not of the faith of the school in the case of a school designated with a religious character;
- c) they have followed a different curriculum at their previous school; or
- d) information has not been received from their previous school.” (paragraph 2.28 Admissions Code 2021)

1.3 “Admission authorities must not refuse to admit a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for special educational needs.” (3.13 Admissions Code 2021)

1.4 Where an admission authority receives an in-year application for a year group that is not the normal point of entry and it does not wish to admit the child because it has good reason to believe that the child may display challenging behaviour, it may refuse admission and refer the child to the Fair Access Protocol if it has a particularly high proportion of either children with challenging behaviour or previously permanently excluded pupils on roll compared to other local schools. (adapted from paragraphs 3.10 and 3.11 Admissions Code 2021)

1.5 The protocol supports the inclusion of some of Telford and Wrekin’s most vulnerable children by ensuring that unplaced children, especially those most vulnerable, are offered a place at a suitable school as quickly as possible. It is a working partnership between the Local Authority and Telford and Wrekin publicly funded secondary schools aimed at maintaining a continuity of education for all children, particularly the most vulnerable, by acknowledging that if they do need to move schools, they do so in a transparent, supported, managed and equitable way.

1.6 It is a legal requirement that ‘**Children in Care**’ and ‘Children Previously in Care’ are given first priority for admission at the normal point of entry to the school within an admission authority’s oversubscription criteria in line with the provisions set out in the School Admissions Code at paragraph 1.7. The protocol will not be used for these children as it is expected that they will not become ‘unplaced’ as all Telford and Wrekin admission authorities will take into account this high priority and will work with the Local Authority, including Social Care, in agreeing the most suitable school when transfer in year is required. Where a child in care or a child previously in care meets the Hard to Place Threshold, the receiving school should not delay in admitting but can refer the case to the Fair Access Panel so that the admission is recognised in considering fair distribution of Hard to Place young people.

1.7 The admission of children with Education, Health and Care (EHC) Plans naming the school are **not** covered by this protocol, as these children **must** be admitted. This will be managed by the SEND Team under the statutory process described in the Code of Practice.

1.8 The protocol applies to the academic year 2022-2023, from September 2022, and subsequent years, subject to any review. If changes are proposed, these will be determined if supported by the majority of Telford and Wrekin publicly funded secondary schools.

A2 Aims

2.1 This protocol has two aims:

- 1) To ensure that unplaced and vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible.
(Admissions Code 2021 wording point 3.14)
- 2) To ensure that no school - including those with places available – should be asked to take a disproportionate number of children who have been permanently excluded from other schools, who display challenging behaviour, or who are placed via the Protocol.
(Admissions Code 2021- wording para 3.16)

A3 In-year Applications

3.1 The admissions process is as follows:

- Parents/guardian complete an in year application form and can include up to 4 school preferences.
- Once received, the admissions team will check the availability of places at the preferred school and where possible allocate. Numbers will be maintained by the schools via the SAM Portal. School are legally required to respond back to the admissions team on the availability of places within 2 days.
- The LA will then offer a place at the highest preference school with a place available in accordance with the oversubscription criteria.
- Should none of the preference schools have places, the admission will then consider schools within a reasonable distance, for secondary age children this would be 3 miles. Where schools within 3 miles are their own admissions authority, parents will be encouraged to apply to any of these schools with vacancies.
- Where all schools of preference, including all schools within a reasonable distance, have no places available, then the admission will be referred to the Fair Access Panel for placement.
- The Fair Access Panel can allocate applicants to schools and overrule an appeals panel decision if an applicant has been out of school for four weeks or more on condition that all schools applied for and within a reasonable distance are full in the year group.
- For young people moving between schools in borough, the home school will complete the Pupil Passport and send to the receiving school. If this paperwork indicates that the young person meets the Hard to Place Threshold, the receiving school should refer back to the Admissions Team so that the case can be presented at the Fair Access Panel by the home school. The LA will advise parents of responses within 15 school days of receiving the original application or earlier if possible in order to minimise the amount of time that a child is out of school.
- If a school/academy has no place available, the parent will have the right of appeal and the relevant admission authority has to provide this information about lack of places to the parent.

3.2 For children who have been removed by their parents from a school roll to be **electively home educated** (EHE), and are now seeking a return to school education, potentially due to home provision being assessed as unsuitable, the expectation is that these children will be referred to their previous school and that school either readmits the child or makes arrangements for a managed move. Where parents remove a child to EHE in Year 6 after a secondary school has

been named through the admissions process, then that young person will be referred to the named secondary school. Where a secondary school hasn't been named or attended, the child returning from EHE will be treated as an in-year admission.

3.3 Where there is sufficient information on the admission form to identify that a child might be classed as Hard to Place, then the Admissions Team will refer this child to the Fair Access Panel under the Hard to Place Protocol.

3.4 On receiving an application for admission, the school **must respond within 2 working days to the school admissions team**. This should not be extended to gather further information. If a school named as a preference by the parent has a place available, i.e. the school has **not** reached its agreed admission number in the relevant year group, and the young person does not meet the Hard to Place Threshold then a place **must** be offered.

3.5 For in-year applications where the receiving school identifies that the young person might be classed as Hard to Place, they should refer the case back to the Admissions Team, with evidence, within the 2 working day deadline. For in-borough applications the receiving school might identify the young person as Hard to Place through the Pupil Passport; the Home School will then present the case at the next Fair Access Panel with appropriate background information.

3.6 Under the equal preference scheme, the School Admissions Team work to place the pupil at the highest possible preference school with a place. If a school named as a preference by the parent does **not** have a place available, i.e. the school has reached or exceeded its agreed admission number in the relevant year group, then a place **may** be refused. In all cases, the parent **must** be provided with the decision and reasons for refusal in writing and **must** be advised of their legal right of appeal by the relevant admission authority.

3.7 If a young person is left without a school place after all preferences, including those schools within a reasonable distance (3 miles), have been considered, the parent's application then falls under this protocol; which entitles them to additional support in securing a place at a suitable school through a referral to the Fair Access Panel. The Admissions Team will present the case to the Fair Access Panel. The parent retains their legal right of appeal in relation to their unsuccessful school preferences and referral to the Fair Access Panel to receive an offer of a school place will not prejudice the parent's legal right of appeal in respect of the schools included as preferences on their application.

3.8 Where young people are unplaced, with all of the schools applied for and within reasonable distance being at or above their agreed admission number, and the young person is not identified as Hard to Place; the Fair Access Panel will allocate young people to schools ensuring that there is equity in the distribution of these young people across schools and that no one school is disadvantaged by the placement of a large number of young people into any one year group.

3.9 To facilitate the fair placement of young people into schools, all schools will be asked to update the details of numbers in each year group prior to the Fair Access Panel meeting.

A4 General Principles

4.1 Where a child is on a school roll within Telford and Wrekin and the parent wishes to change schools to another Telford and Wrekin school, for reasons other than a house move, the In Year application will indicate the reason for the request. The home school will be able to see the In Year application through the SAM portal and it will be expected that this school will contact the family to discuss any issues they may have. It is expected that, in the majority of cases, working jointly with parents, the school will be able to find a solution that enables the child to remain. In the minority of cases, where there has been a breakdown of education within the current school, that school might work with parents to explore a Managed Move to another school.

4.2 The school where the child is currently on roll should complete the 'Pupil Passport' once an in-year application has been made and the admission confirmed by the receiving school (for pupils moving between schools in borough). The intention of this Pupil Passport is to provide current information and appropriate advice to the receiving school on how to support the child.

4.3 School Admissions have published guidance notes for parents relating to the pitfalls of a child moving school in year within the borough on their website, and schools may wish to refer parents to these, in addition to the admissions team pointing parents to the information.

4.4 To further support this process, the Local Authority has agreed with schools that, in exceptional circumstances, for example, to avoid permanent exclusion, some children can move to another school for a trial period outside the normal in year admissions process. This Managed Move Process involves an agreement between two schools to allow the child to move to a different school for an initial trial period with a view to the arrangement becoming permanent. This can be used for children where it has been agreed by all parties that they require a fresh start at another school. In cases where the parent, the child and the schools agree that a fresh start would be appropriate, the parent and the child will receive information about this process as a more appropriate alternative to normal in year admissions procedures. This will not prejudice the parents' right to apply for a school of their preference through the normal in year admissions process or their legal right of appeal if their application is unsuccessful. It is expected that if the child is taking part in a managed move that they will not then be expected to submit an in year application for the new school whilst that trial period is taking place. For further details please refer to the Telford and Wrekin Secondary Managed Move Protocol, Part B of this document.

4.5 All decisions on admissions for students deemed Hard to Place will be made by the Fair Access Panel. The panel's responsibility is to identify the most suitable school for the child based on the needs of all parties involved. For all Telford and Wrekin residents, or those seeking places due to an imminent move into the borough, this will result in an offer of a school place. Places are not guaranteed through this process for residents from other local authorities. Parents resident in other authorities do have a right to request a school place in Telford and Wrekin but we would expect that where the young person meets the Hard to Place criteria, they would be referred to their local FAP.

4.6 When the Fair Access Panel meets to consider the application, the parental preferences will be taken into account in this decision-making process, although the school place offered may be for an alternative school. The duty to comply with parental preference, as set out in section 3 above, does not apply when allocating a school place through this protocol.

4.7 It is recognised that it is preferable for children to be admitted through this protocol into a school within their local area unless there are exceptional reasons not to do so.

4.8 It is expected that once a school place is identified, the child will be admitted to the school and included on the school roll **within no more than 10 school days** of a Fair Access Panel decision.

4.9 The Local Authority reserves the right to direct an admission authority of a Trust School or the admission authority of a Voluntary Aided school to admit a child, in accordance with the provisions set out in paragraphs 3.23 -3.29 of the School Admissions Code. For Community and Voluntary Controlled schools, where the Local Authority is the admission authority, the Director, Education and Skills, may instruct the governing body to admit the child.

4.10 The Local Authority reserves the right to ask the Secretary of State to intervene (in accordance with the provisions set out paragraph 3.29 of the School Admissions Code, 2021) where it considers that a child should be admitted to an academy, but the academy has refused without sufficient reason for the refusal. The Local Authority will seek to find a resolution with the Academy and referral to the Secretary of State will be used as a last resort.

4.11 Where a school has been identified within the arrangements set out in this protocol, this school will be deemed the 'qualifying school' for the purpose of school transport assistance. A child of statutory school age (5-16 years) will be provided with transport assistance if the child attends the 'qualifying school' and meets the conditions set out in the Council's School Transport Policy. For the purpose of this protocol, the policy states that travel assistance will be provided for a child aged between 11 and 16 years who attends a qualifying school and lives more than 3 miles from the school, unless the parents voluntarily make suitable arrangements.

4.12 It is an expectation of the admissions code that young people are not expected to travel for more than 75 minutes to school. As a geographically small borough, it is not unreasonable to expect any school placement made to be within 60 minutes travelling time and therefore where young people are placed through this protocol a 60 minute travel time limit will be applied.

A5 Identifying Young People as Hard to Place

5.1 All children considered eligible for admission under this protocol are deemed vulnerable and are therefore entitled to receive additional support in securing a suitable school place if normal in year admission procedures are unsuccessful.

5.2 The Admissions code 2021 states that Fair Access Protocols may be used to place the following groups of vulnerable and/or hard to place children, where they are having difficulty in securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admission procedures.

- a) children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the Protocol;
- b) children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol;
- c) children from the criminal justice system;
- d) children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education;
- e) children with special educational needs (but without an Education, Health and Care plan), disabilities or medical conditions;
- f) children who are carers;
- g) children who are homeless;
- h) children in formal kinship care arrangements;
- i) children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers;
- j) children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of the Admissions Code;
- k) children for whom a place has not been sought due to exceptional circumstances;
- l) children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted; and
- m) previously looked after children for whom the local authority has been unable to promptly secure a school place.

5.3 Following consultation with schools during 2021, a local system for defining Hard to Place has been developed. This takes the above definitions (highlighted in blue) as a minimum and adds criteria requested by schools. A young person will be deemed as Hard to Place, and points allocated to the school, using the criteria in the following table:

Criteria No.	Characteristic	Points
1	Children currently attending a Pupil Referral Unit who received a Permanent Exclusion from their last mainstream school	30
2	Children currently attending a Pupil Referral Unit but haven't been permanently excluded	20
3	Children who have previously been permanently excluded in the previous 24 months	20
4	Children who have been subject to the criminal justice system	15
5	Children with 2 or more managed moves which have failed within the previous 12 months	15
6	Children with 1 managed move which has failed within the previous 12 months	10
7	Fixed Term exclusion of 15 days or more in any one term within the previous 12 months	15
8	Fixed term exclusion of between 5 and 15 days in any one term within the previous 12 months	10
9	Fixed term exclusion of 5 days or less in any one term within the previous 12 months	5
10	In school exclusion (10+ days) within the previous 12 months	10
11	In school exclusion (5+ days) within the previous 12 months	5
12	Attendance below 70% in previous 12 months	15
13	Attendance below 80% in previous 12 months	10
14	Attendance below 90% in previous 12 months	5
15	Children who have been out of education for four weeks or more at the point of in-year application received by the Admissions Team	15
16	Children of Gypsies, Roma, Travellers, refugees and asylum seekers	15
17	Children who are homeless, living in a refuge or in other Relevant Accommodation	15
18	Children classed as CME, for whom a place has not been sought	15
19	Children who are carers	15
20	Children in kinship care arrangements	15
21	Children with special educational needs, disabilities or medical conditions (who would normally meet the criteria for an Education Health and Care Plan [EHCP], but haven't had one issued having moved from a country where EHCPs are not used).	15
22	Children known to other professional agencies who may present as 'vulnerable' (eg CIN, CP within 12 months of a referral) but with no obvious behavioural problems	15
23	Children who, following an overturn of an exclusion review, have no school place	10
24	Year 11	10

25	Year 10 after Easter admission	5
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The total points assigned to the school for the young person will be the points for the single criterion with the highest score in the above table.

A6 The Admission of Vulnerable Children or Children with Challenging Behaviour

6.1 For the purpose of this protocol, vulnerable children or children with challenging behaviour are defined as those with characterises as described in paragraph 5.3.

6.2 Please Note: This process will not apply to a child in care, a child previously in care or a child with an Education, Health and Care Plan naming the school in question, as these children **must** be admitted.

6.3 Each school will have a tariff calculated in September each year, data from the most recent census available will be used to calculate this tariff using the following factors:

Factor	Score
Free School Meals	Percentage of FSM (Ever 6)
SEND (weighted)	Percentage of YP with an EHCP x 10
CiC* (weighted)	Percentage of CiC x 20

6.4 These factors will give each school a 'baseline score' at the start of the year. The baseline scores then provide a 'League Table' of schools with the school with the lowest score at the top and the one with the highest score at the bottom.

6.5 At the start of each new academic year, the accumulated points from the previous academic year will 'roll forward'. These will be added to the baseline to determine the initial scores for each school.

6.6 The Fair Access Panel will allocate each Hard to Place young person to the school at the top of the league table, taking into account any selection criteria for the school and also the 60 minute travel time clause. The SEMH Inclusion Officer, working with the Admissions Team and the chair, will make preliminary allocations prior to the FAP meeting and present these to the panel for approval. This decision will also be informed by the parental preference, although the panel is not bound by this. The panel should also ensure that no one school is adversely affected by placing several children in the same year group.

6.7 Where a young person is placed in a school under the Hard to Place criteria, there is an expectation that this young person goes straight on roll at that school.

6.8 Where a young person is transitioning from either the Linden Centre or Kickstart, the transition will be supported by the PRU or the BSAT with a transition plan drawn up jointly between the receiving school and the PRU.

6.9 Where a transition 'breaks down' the receiving school, where the young person is now on roll, can present the case back to the Fair Access Panel for additional support. The panel will consider the effectiveness of the transition and whether advice in the transition plan has been followed.

6.10 Where a Hard to Place young person is placed in a school, the points for that child (from the table in section 5.3) are added to the baseline score for the school and the expectation is that the school would drop down the league table.

6.11 If a school permanently excludes a young person, or a permanent place at Kickstart is agreed by FAP, the 30 points for that young person are subtracted from the baseline score for the excluding school and the expectation is that the school would rise up the league table.

6.12 Grammar Schools will be considered when placing young people. However, it is in the best interests of both the young person and the school that he or she is able to operate at a level consistent with peers in the school. It is possible, therefore, that other schools with a higher tariff will be named for a young person where they don't meet the entry requirements for the grammar schools.

6.13 The parent of a child that is deemed Hard to Place referred for admission under this protocol, will receive notification from the Local Authority within the standard **15 school days** that their application will be considered by the Fair Access Panel. The parent will not receive a decision on the application until this process has been completed. Their legal right of appeal to an independent appeals panel will not be prejudiced.

6.14 A school might receive an in-year application and identify that the young person is potentially Hard to Place, but they consider it is in the young person's best interest to start immediately rather than wait for the next FAP meeting. Should this occur, the school should contact the SDM Alternative Provision and Children in Care to gain agreement to start the young person immediately and then take to the next FAP meeting to have the points allocated.

6.15 Where a school admits a young person who has moved into the borough and it becomes clear after admitting that the child was permanently excluded from their previous school, the school can take the case to the next Fair Access Panel meeting to have the points agreed retrospectively.

6.16 As stated in paragraph 6.2, a school should admit a Child in Care, a Child Previously in Care or a child with an Education, Health and Care Plan immediately, without waiting for the next FAP meeting. Where a child is admitted under this condition and the school believes they qualify for points under the Hard to Place system, the school can present at the next FAP meeting to get the points recognised retrospectively.

6.17 The DfE have advised that Ukrainian and Afghan refugees should be admitted to schools in line with normal admission arrangements in place and not given any special priority. It has been agreed that these children will not count as Hard to Place under this protocol.

A7 Children Who Are Not Ready for Reintegration into Mainstream Schooling

7.1 Local authorities have a statutory duty to arrange suitable education for pupils who have been permanently excluded or who otherwise would not receive suitable education without such arrangements being made.

7.2 In Telford and Wrekin, the Pupil Referral Units (PRUs) – The Linden Centre (Key Stages 1 to 3) and Kickstart (Key Stage 4) - are the schools established to meet the educational needs of permanently excluded pupils.

7.3 An in-year admission pupil may be referred to a PRU by the Fair Access Panel where:

- The pupil has been permanently excluded from school and is referred to the PRU by the Local Authority to discharge its statutory duty to provide suitable education from the 6th day onwards;
- The pupil is referred to the PRU by the Fair Access Panel because the pupil has been identified as someone who would not receive a suitable full-time education without the referral.

7.4 While there is no statutory requirement as to when suitable full-time education should begin for pupils placed in alternative provision for reasons other than exclusion, the Local Authority will ensure that such pupils are placed as quickly as possible.

Part B – Managed Move Protocol

B1 Introduction

1.1 A Managed Move to another school should be seen as one tool which can be used to avoid permanent exclusions. There may be other reasons to arrange managed moves other than to avoid permanent exclusions. This would include students for whom a fresh start would allow them to break a cycle of low-level disruptive behaviour and thus allow them to make greater academic progress.

1.2 Where a student is on the point of Permanent Exclusion or has been in receipt of multiple Fixed Term Exclusions, if the parents then submit an In-Year Application to a new school, the home school should identify this and refer back to the Admissions Team as a potential Hard to Place student. At this point, where all agree that a fresh start in a new school would be most appropriate, a Managed Move rather than an In-Year Admission should be considered. The Managed Move will mean that support can be planned into the integration into the new school and that there will be a high level of engagement from both the original and the new school in providing the right level of support.

1.3 All Managed Moves should be agreed directly between two headteachers, with parental agreement. The detail of this Managed Move will be for the two schools to agree between them. The young person might have lower level needs, but it is agreed by all parties that a fresh start in a new school is in their best interests. A student who might otherwise meet the Hard to Place Threshold could be subject to a Managed Move if all parties agree.

1.4 Most Managed Moves will have a trial period, normally six weeks, before the young person goes on roll at the receiving school.

1.5 Any requests to transfer students' files should be treated with the highest priority; this must include all safeguarding records.

1.6 Where a trial at the receiving school is agreed, this should normally be for a maximum of six school weeks from the date the student starts the trial in the receiving school. After this period, or sooner where possible, the student should be placed on roll at the receiving school.

1.7 Students will remain on the roll of the home school until the date on which (s)he is admitted to the receiving school.

1.8 The receiving school should do everything possible to make the managed move work successfully including careful liaison with the previous school. It is strongly advised that a transition Early Help Planning Meeting be held when plans are being made for the student to start at their new school. It is also expected that a midway review is held after 3 weeks of the start of the Managed Move. At this point, any concerns should be raised rather than waiting until the end of the six week process.

1.9 The receiving school should identify a named person, e.g. pastoral head, tutor or teaching assistant, who will provide support for the student/family and be a key figure throughout the induction period.

1.10 Procedures to monitor the progress of the new student and strategies to support him/her should be put in place and discussed with both student and parent/carer.

1.11 Once the child goes on roll at the receiving school, the pro-rata AWPU and any Pupil Premium funding should be transferred from the home school to the receiving school, backdated to the date of admission. This is agreed and arranged between the two schools.

B2 Managed Moves and Transport

2.1 The payment of any costs for transport associated with a managed move should be agreed in advance of the placement starting. The LA will not normally meet the cost of transport.

B3 Temporary Managed Transfers

3.1 Where pupils are engaged in poor behaviour which can be fuelled by expectations and influences of other pupils, this can become a vicious circle which needs to be broken. It may be possible to break this vicious circle by giving a pupil respite via a 'Temporary Managed Transfer' to another school. This Temporary Managed Transfer can be brokered between the two schools and should normally be no less than two weeks and no more than half a term in length. It is not permissible to arrange a Temporary Managed Transfer to a PRU or Assessment and Intervention Centre.

3.2 It is the responsibility of the Headteacher of the referring school to broker the managed transfer with the Headteacher of the receiving school.

3.3 The referring school should liaise with the Headteacher of the proposed school to arrange visits and meetings to discuss the integration of the pupil.

3.4 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.

3.5 The receiving school should do everything possible to make the managed transfer work successfully including careful liaison with the previous school.

3.6 The receiving school should initiate contact, within 5 working days, with the family, ensuring that the pupil and his/her family are made to feel welcome and included.

3.7 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.

3.8 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.

3.9 Pupils will remain on the roll of the home school. The home school will retain responsibility for monitoring attendance.

3.10 There is no need to notify the LA of a temporary managed transfer, this is a private arrangement between Headteachers.

3.11 Any transfer of funding for the period of the managed transfer will be arranged privately between the two heads.

Part C – Request for Additional Support

C1 Introduction

1.1 For students whose behaviour causes concern that, despite the measures that have been put in place to support them, there is no improvement and therefore additional support is needed, referral to the Fair Access Panel for additional support would be appropriate.

1.2 The options which may be available are:

1. A place at the House 1 provision
2. Intervention at The Linden Centre (KS3) for an assessment and intervention programme then a supported reintegration to their own school
3. Consideration for a place at Kickstart for a personalised programme of provision (only available to KS4 students)

1.3 For any referral to FAP it should be clear which of these options is being requested and there should be parental agreement to the details being shared and consent for the option requested. The details of each of these options are:

C2 Support through a place at House 1

2.1 House 1 is able to provide support for students with severe anxiety which prevents them from attending mainstream school. The student will remain on roll in their mainstream school but access support from House 1 for a specified timetable. The aim is always to reintegrate students back into mainstream provision. Whilst this provision is supported with core funding, there is, in addition, a daily cost for this provision.

2.2 The student will remain on roll at the referring school for the period of intervention. The referring school will have the responsibility for organising and funding transport for the young person for the period of the intervention.

2.3 The referring school must identify a named person, e.g. pastoral head, tutor or teaching assistant, who will provide support for the pupil/family and be a key figure throughout the intervention period.

2.4 It is the responsibility of the school to attend all review meetings and continue to lead on the educational provision for the child, particularly if there becomes a decision to request an education and health care needs assessment.

2.5 When the pupil is believed ready for reintegration to school the Head of the Student Engagement Programme (or their representative) will liaise with the school and the parents to arrange visits and a supported reintegration package. This will follow a planned meeting agreeing the return to school with the referring school.

C3 Intervention at The Linden Centre (KS3) for an assessment and intervention programme then a supported reintegration to their own school

3.1 It is the responsibility of the Headteacher at The Linden Centre (or their representative) to liaise with the school to negotiate the arrangements for the assessment and intervention programme

3.2 The student will remain on roll at the referring school for the period of intervention, during this time the student will be dual registered, with the PRU registering as a 'guest'.

3.3 The referring school will have the responsibility for organising and funding transport for the young person for the period of the intervention.

3.4 The student will be allocated a part-time place at the Linden Centre. The student will remain in their home school for half of the timetable, **this should be provision in school not a modified timetable.** *(Please refer to the Modified Timetable protocol. The Local Authority does not endorse the use of modified timetables other than in exceptional medical circumstances.)*

3.5 It is the responsibility of the Headteacher at The Linden Centre (or their representative) to liaise with the school and the parents to arrange visits and a support package.

3.6 The referring school must identify a named person, e.g. pastoral head, tutor or teaching assistant, who will provide support for the pupil/family and be a key figure throughout the intervention period.

3.7 It is the responsibility of the school to attend all review meetings and continue to lead on the educational provision for the child, particularly if there becomes a decision to request an education and health care needs assessment.

3.8 The referring school should do everything possible to make the intervention work successfully, it is strongly advised that a transition Early Help Assessment and Planning meeting is held at both the start and towards the end of the intervention.

3.9 Where a school hasn't attended review meetings, or hasn't held Early Help Planning meetings and does not engage in the process to support a successful intervention, this will be considered by the Fair Access Panel for any future referrals to FAP for additional support.

3.10 A key element of the intervention programmes will be regular assessments of behaviour and attitudes to ensure pupils are ready for return to school. Staff at the referring school are expected to work in conjunction with the staff at the Linden Centre on completing these.

3.11 The Fair Access Panel will define the length of the period of intervention at the Linden Centre, this will be communicated to the school. In exceptional circumstances, if the Linden Centre assesses that there is a need to extend this provision, the Linden Centre will refer the student back to the Fair Access Panel to be heard as an update to gain approval for this extension.

3.12 When the pupil is believed ready for reintegration to school the Headteacher at The Linden Centre (or their representative) will liaise with the school and the parents to arrange visits and a supported reintegration package. This will follow a planned meeting agreeing the return to school with the referring school.

3.13 When considering an assessment and intervention place at the Linden Centre, the Fair Access Panel will also consider a suitable package of support for reintegration. This might include support from a Behaviour Support Inclusion Mentor or a part-time place at the Student Engagement Programme (SEP). The whole package will be agreed with the school in advance of the Linden Centre or Kickstart placement. There will be a cost for an Inclusion Mentor or for a SEP place, this will also be agreed in advance with the school. There will be no direct charge for the place at the Linden Centre.

3.14 It is the responsibility of the referring school to ensure that the student re-starts after the agreed period of intervention. Any refusal to receive the student back will result in a charge being levied to the referring school of £180 per day to cover the cost of additional PRU provision.

3.15 Ensuring that the process of reintegration of students back into school following an assessment and intervention place at the Linden Centre is carefully planned is crucial. When a student is accepted for an assessment and intervention place at the Linden Centre, the following processes are essential:

- The home school will be expected to nominate a senior member of staff to liaise with the centre.
- Dates for review meetings will be set at the start of the placement by the Linden Centre and agreed with the school. They will also be made known to the parents from the outset.
- Recommendations for the reintegration process will be made by the Linden Centre, these will be written into a pastoral support plan or an Behaviour Intervention Plan (BIP) which will be agreed jointly with the school
- The pastoral support plan or BIP will also outline timescales for the student to return to mainstream provision, for the intervention and assessment place to be successful the student will need to be working towards mainstream provision rather than in any internal unit within the school.

C4 Consideration for a place at Kickstart for a personalised programme of provision (only available to KS4 students)

4.1 If it is decided, through the Fair Access Panel, that a pupil should attend Kickstart PRU long term, Kickstart will take responsibility for the management of the pupil's education and the delivery of an appropriate curriculum either at or through Kickstart. This will include appropriate provision, monitoring attendance and progress, liaison with parents/carers and the home school, and, where appropriate access to accreditation.

4.2 Where admission at Kickstart for a pupil from a publically funded Telford and Wrekin school is agreed by the Fair Access Panel, the 30 points for that young person are subtracted from the baseline score for the school and the expectation is that the school would rise up the league table

4.3 The only route into Kickstart for a personalised programme of provision is through the Fair Access Panel (see also Permanent Exclusion below). No students will be admitted into either PRU through a 'private' arrangement between headteachers.

4.4 Kickstart will undertake to maintain a range of provision to meet the various needs of older pupils who are not able to be educated in school, including work-based training, access to further education, work experience, group tuition and home tuition.

4.5 It is the responsibility of the Headteacher at Kickstart (or their representative) to liaise with the school to determine any additional information required in order to develop a personalised programme of provision. All requests for further information or clarification about pupils in these circumstances should be treated with the highest priority by all parties. The FAP referral form must be completed with all information supplied, including outcomes at previous key stages. It will not be possible to start students at Kickstart until all relevant information has been supplied, including safeguarding details.

4.6 It is the responsibility of the Headteacher at Kickstart (or their representative) to liaise with the school and the parents to arrange visits and a support package.

4.7 The referring school should identify a named person, e.g. pastoral head, tutor or teaching assistant, who will provide support for the pupil/family and be a key figure throughout the integration period.

4.8 The referring school should do everything possible to make the new provision work successfully. It is strongly advised that a transition Early Help Planning meeting is held at the start of the intervention.

4.9 Any requests to transfer students' files should be treated with the highest priority; all files, **including safeguarding records**, must be transferred in advance of the student's admission to Kickstart.

4.10 Students will remain on the roll of the home school until the date on which (s)he is admitted to Kickstart.

4.11 Kickstart should initiate contact as soon as possible with the family, ensuring that the student and his/her family are made to feel welcome and included.

4.12 Kickstart should identify a named person who will provide support for the student/family and be a key figure throughout the induction period.

4.13 Procedures to monitor the progress of the new student and strategies to support him/her should be put in place and discussed with both student and parent/carer.

4.14 The LA will invoice the school for the proportion of funding (including Pupil Premium where appropriate), equivalent to the remainder of the financial year, from the date of admission to Kickstart.

4.15 Once Kickstart notifies the LA that the student is on roll and the funding is received from the originating school, the funding will be transferred to the Kickstart, backdated to the date of admission.

4.16 At present, short term PRU interventions are not charged for. If a planned short-term intervention becomes a longer term provision the LA reserve the right to charge for the extended placement. Long term provision at Kickstart will be funded through transfer of funding.

Part D - Operation of the Fair Access Panel

D1 Introduction

1.1 The Fair Access Panel will meet every three weeks. The agenda will be constructed to allow the most efficient use of time for all concerned, for example:

Part 1 – requests for Additional Support

Part 2 – Hard to Place Protocol

Part 3 – in-year placements

1.2 The panel will consist of:

A representative from each school or group of schools; schools which work together either in Academy Trusts, or informal arrangements might send one representative. The representative will normally be a Headteacher, or a member of the senior leadership team, with delegated authority to make decisions on behalf of the school or all of the schools in the group. This will enable all decisions to be made at the meeting with the agreement on behalf of the receiving school.

In addition to the Headteachers, each panel will also consist of:

- Service Delivery Manager, Alternative Provision and Children in Care
- Service Deliver Manager, Access and Sufficiency
- SEMH Inclusion Officer
- Head of Linden Centre
- Head of Kickstart
- Admissions Team Leader
- Student Engagement Programme Team Leader
- Linden Centre Assistant Headteacher Behaviour Support,

1.3 The panel will 'elect' a chair at the first meeting of each academic year, this would normally be one of the Headteachers.

1.4 At each Fair Access Panel meeting, the LA will present the panel with data on the mobility of Hard to Place students in and out of each school so that due consideration can be given to the relative number of students moving into each school in line with the Hard to Place Protocol.

1.5 At each Fair Access Panel meeting, the LA will present the panel with up to date reports on the number of students on roll and studying in each of the Pupil Referral Units. As well as updates from the Student Engagement Programme and the Behaviour Support Team. This will help inform the panel and support them in making appropriate recommendations.

1.6 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 (or their representative) who presented the case and to the organisations being asked to provide additional / alternative support.

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

1.8 For all pupils referred to FAP the school should complete, in full, the appropriate referral form (*Appendix 4*) and provide as much detail as possible about the pupil and the events which have lead up to the referral. The form must be signed by the Head teacher, otherwise the case cannot be heard.

1.9 It is expected that any students presented will be subject to an Early Help Assessment before a FAP referral; for Children in Care the latest PEP and CiC Review should be available.

1.10 Where a school is presenting a Child in Care, a child on a Child Protection Plan or a Child in Need the school should invite the social worker and the Virtual School Team to join the meeting for the presentation.

1.11 The school must ensure that the parents/carers understand clearly that they lose any right of hearing or appeal to the governors or an Exclusion Review Panel if the case is being presented to prevent a permanent exclusion.

1.12 The completed forms should be sent to the SEMH Inclusion Officer, at least one week prior to the Fair Access Panel meeting. They must be received no later than 12.00 noon on the Wednesday preceding the FAP meeting at which they will be considered. Any papers received after this time will not be accepted, without exception. If it is not possible to gain the parental signature by this time, the sheet with the parental signature must be received no later than 12.00 noon on the Friday preceding the FAP meeting at which they will be considered. However the completed papers must be submitted on time. Cases cannot be heard without a parental signature.

1.13 Schools will receive the Summary of Outcomes Form (*Appendix 5*) within two working days of the FAP meeting. This should be returned with feedback from the school as soon as possible following the resolution of a FAP recommendation.

1.14 The school are responsible for informing parents of the outcome of FAP.

D2 Students with an EHCP

2.1 It is appropriate to present students with EHCPs to FAP for the following support:

1. A place at the House 1 provision.
2. Intervention at The Linden Centre (KS3) for an assessment and intervention programme then a supported reintegration to their own school. (However, in addition to any other evidence, schools will be expected to demonstrate how they have used any additional funding provided through the EHCP to support the young person. They will also be expected to contribute an element of SEN funding towards the cost of the Linden Centre provision.)

2.2 It is **not** appropriate to present students with EHCPs to FAP for:

1. Consideration for a place at Kickstart for a personalised programme of provision (only available to KS4 students)

Part E - Permanent Exclusion

E1 Introduction

1.1 It is recognised that, whilst every effort to avoid Permanent Exclusion should be made, that once all of the strategies described have been exhausted and in cases of extreme behaviour, there may be no option other than to permanently exclude when triggered by another incident. Schools are requested to consider options with the SEMH Inclusion Officer to discuss whether all alternatives to permanent exclusion have been exhausted, prior to the school's decision to exclude.

1.2 Within one school day, the Headteacher must inform the governing body and the LA SEMH Inclusion Officer of a permanent exclusion. This is a legal requirement. If a school is considering a permanent exclusion, the LA must be told at the earliest opportunity rather than delay this until it has actually happened. This will give the LA time to organise provision from Day 6 of the exclusion.

1.3 Following a Pupil Disciplinary Committee decision to uphold a Permanent Exclusion, the young person will no longer be on roll at that school. The pupil is only taken off roll, 15 days after the deadline for the IRP meeting has been passed. The pupil will therefore not go on roll at the Linden Centre, Kickstart or a new school until this deadline has passed. The date the pupil is taken off roll is backdated to the 6th day provision. The SEMH Inclusion Officer informs the school when the pupil can be taken off roll. The AWPU is then calculated by the SEMH Inclusion Officer and the school is invoiced. At this point, 30 points will be deducted from the tariff for the school and the school will be expected to pay the pro-rata (for the remainder of the academic year) funding for that young person to the Local Authority to support the ongoing costs of education.

1.4 Once notified of a Permanent Exclusion, the LA will gather as much information on the young person as possible. In particular they will consult with the excluding school. This information will be used to decide whether a new mainstream school or a PRU place would be most appropriate. Where a mainstream school is identified, the LA will consult with parents to name a new school. The young person will then be placed in the new school under the Hard to Place Protocol.

1.5 Where a Permanently Excluded young person is placed in a new school following the exclusion, that young person should remain on roll at their current school until such time that the permanent exclusion is confirmed at a Pupil Disciplinary Committee. Should the Permanent Exclusion be withdrawn at any stage before the young person goes on roll at the new school, the child should return to their home school. The home school, could consider following the Managed Move process at this stage as an alternative to the Permanent Exclusion.

1.6 The LA will make provision for those pupils who are permanently excluded from the 6th day of any permanent exclusion. This is a legal requirement.

1.7 The Education and Inspections Act 2006 requires full time education from the 6th 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 school should arrange alternative provision from the first day of a permanent exclusion.

1.8 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, the home school should contact and liaise closely with the Virtual School Team. The school should call an urgent review of the pupil's PEP and invite a representative of the Virtual School Team to discuss issues / provision. The DfE Exclusion Guidance (2013) states that exclusion of children in care should be an absolute last resort.

1.9 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 if they fail to do this.

E2 Reintegration of Permanently Excluded students following intervention at a PRU

2.1 Where a permanently excluded young person is allocated a place at the Linden Centre or Kickstart, pupils will be reintegrated to another mainstream school after a period of intervention of usually 6-12 weeks. A key element of the programme of work in the PRU will be regular assessments of behaviour and attitudes to ensure pupils are ready for return to school.

2.2 The school which is permanently excluding a child will present the case to the first Fair Access Panel Meeting following the Pupil Disciplinary Committee meeting, having completed the 'Request for Additional Support' Form, *Appendix 4*, including the parental signature page with alternative schools identified. The presentation should be led by the excluding school with updates from the current setting (normally the PRU) and feedback from the PDC. The Fair Access Panel will then recommend a school at which this child should be placed following a period of Assessment and Intervention. This will be under the terms of the Hard to Place protocol. This will allow The Linden Centre or Kickstart to work with the receiving school to prepare for re-integration. It is recognised that for students who are permanently excluded beyond the Summer Term of Year 10, that it is unlikely that they will re-integrate back into mainstream provision during Key Stage 4.

2.3 The Fair Access Panel will arrange for the re-admission of permanently excluded pupils or pupils at risk of permanent exclusion fairly among all schools. Once identified, the receiving school will be contacted by the LA. This will happen as soon as practically possible following the FAP Meeting.

2.4 The young person will go straight on roll at the receiving school and the receiving school will have the total points in the Hard to Place system adjusted accordingly.

2.5 The pro rata funding will transfer to the receiving school for the remainder of the year from the time the student is entered on roll.

2.6 In order to ensure a smooth and successful return to school for pupils, the School and other appropriate agencies will provide support through the Early Help planning process. The PRU will also support the reintegration where staffing permits.

2.7 Where FAP considers that it is appropriate to the needs of the young person, an Inclusion Mentor from the Behaviour Support Team will be allocated to support this reintegration. There will be no charge to the receiving school for this support.

2.8 A meeting should be arranged between the appropriate parties to ensure a smooth integration. The meeting should discuss previous difficulties and the strategies to be put into place in order to minimize a repetition in the new school. This meeting will take place as far in advance as possible before the pupil's return to school.

Appendix 1 – Vision, Ethos and Principles

1. Vision

Every child deserves, and should receive, an excellent education and the chance to fulfil their potential, whatever their background, needs or location in the borough.

2. Ethos

All schools, settings, provisions and the Local Authority within Telford and Wrekin should work together in partnership, sharing information, ideas and best practice to achieve this vision. We are all collectively responsible for the young people of Telford and Wrekin and hold a shared responsibility for emotional wellbeing, and for fairness and equity for all.

3. Principles

These principles underpin the ethos of partnership working, it is recognised that schools, settings and provisions are autonomous and will manage and implement these principles in their own way.

1. Successful outcomes and wellbeing for all children and young people should inform all decisions.
2. Access to mainstream provision will be fair and equitable for all.
3. No child should be without a school place for more than 15 school days.
4. All transitions within the borough, including reintegration into mainstream schools and managed moves, should be carefully planned to support the needs of the young person, the school and the school community.
5. Permanent exclusion is rarely the right outcome for a young person and should only be used as an absolute last resort.
6. Fixed-term exclusions add to the sense of rejection for many young people and therefore should rarely be applied and if so for as short a period as possible.
7. Early identification of need and early intervention is essential in supporting young people.
8. All pupils have access to the right provision when required; there is equality of access to all provisions based on need.
9. A range of appropriate, flexible provisions is available to meet needs, interests, wishes and aspirations of young people and is accessible to all pupils.
10. Children, young people, parents and carers are fully informed and involved in decision-making about their options and opportunities.
11. All provision must be of a high quality to meet the specific needs of children and young people and enable them to fulfil their potential and aspirations.
12. Staff in all provisions and schools are passionate, enthusiastic and motivated to support young people and have appropriate training available to enable them to meet need.
13. There should be transparency in all communication and in all processes to foster the partnership and to ensure equity.

Appendix 2 – Extracts from the Admissions Code

In considering the three elements of FAP, we need to comply with the statutory School Admissions Code 2021. The following extracts are particularly relevant:

Each local authority must have a Fair Access Protocol to ensure that unplaced and vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible.

The Protocol must be consulted upon and developed in partnership with all schools in its area. Once the Protocol has been agreed by the majority of schools in its area, all admission authorities must participate in it. Participation includes making available a representative who is authorised to participate in discussions, make decisions on placing children via the Protocol, and admitting pupils when asked to do so in accordance with the Protocol, even when the school is full. Local authorities must provide admission authorities with reasonable notice and information as to how and when discussions around the placement of children via the Protocol will take place.

No school - including those with places available – should be asked to take a disproportionate number of children who have been permanently excluded from other schools, who display challenging behaviour, or who are placed via the Protocol. Fair Access Protocols must also set out how the needs of children who have been permanently excluded, and children for whom mainstream education is not yet possible, will be met.

Eligibility for the Fair Access Protocol does not limit a parent's right to make an in-year application to any school for their child. Admission authorities must process these applications in accordance with their usual in-year admission procedures. They must not refuse to admit such children on the basis that they may be eligible to be placed via the Fair Access Protocol. The parent will continue to have the right of appeal for any place they have been refused, even if the child has been offered a school place via the Fair Access Protocol.

There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol, but parents' views should be taken into account.

Fair Access Protocols should seek to place a child in a school that is appropriate to any particular needs they may have. The Fair Access Protocol must not require a school automatically to admit a child via the Fair Access Protocol, in place of a child permanently excluded from the school.

Where it has been agreed that a child will be considered under the Fair Access Protocol, a school place must be allocated for that child within 20 school days. Once they have been allocated a school place via the Fair Access Protocol, arrangements should be made for the child to start at the school as soon as possible.

In the event that the majority of schools in an area can no longer support the principles and approach of their local Fair Access Protocol, they should initiate a review with the local authority. There should be a clear process for how such a review can be initiated within each Fair Access Protocol. The existing Fair Access Protocol will remain binding on all schools in the local area until the point at which a new one is adopted.

It is therefore clear from the School Admissions Code that:

Hard to Place Protocol – this is a statutory element, which has been agreed with the majority of schools (and academies) and that this is then binding on all schools and academies and their admission authorities.

Managed Move Protocol – this is not statutory, schools and MATs can therefore choose to participate in this or not.

Request for Additional Support - this is not statutory, schools and MATs can therefore choose whether to request this support from FAP or not. Schools are, however, still responsible for providing appropriate additional support for their pupils.

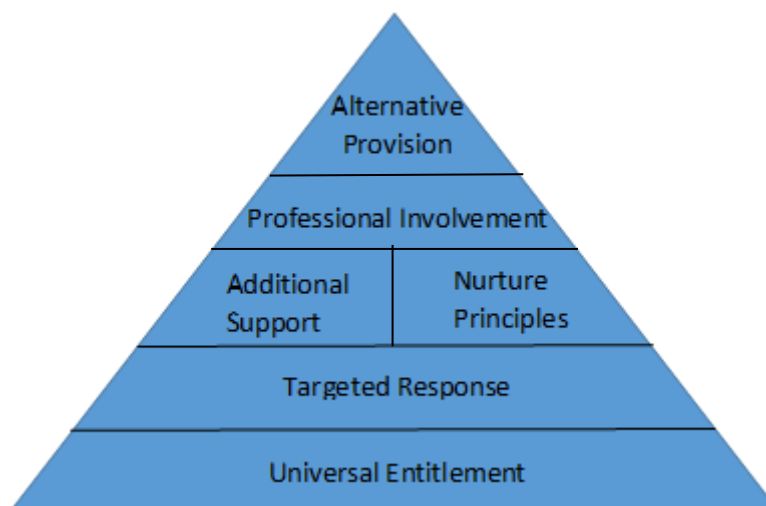
Appendix 3 – Graduated Response to Support Young People

It is expected that before any application to the Fair Access Panel for Additional Support that the school is able to demonstrate that it has followed a 'graduated response' to support the needs of the young person. A graduated response is a cycle of support following an Assess-Plan-Do-Review cycle.



There is no pre-requisite for particular approaches or interventions to be followed before presentation at the Fair Access Panel for Additional Support. However, schools will be expected to have demonstrated support and interventions appropriate to the needs of the young person under each heading. There should not be an automatic step-up to a higher level intervention if the current interventions don't have an impact, it might be that different interventions at the same level would be appropriate. Conversely, in exceptional circumstances, for young people showing significant needs, it might be appropriate to provide support at a higher level without using some of the interventions at a lower level. However, for most young people there would be an expectation that early interventions will mean that lower level approaches should be employed.

The approaches follow a 'Pyramid of Numbers' principle, with 'Universal Entitlement' intended for all young people, through to 'Alternative Provision' intended for a very small number of young people. This is illustrated below:



Universal Entitlement	
Description	Engagement of learners in lessons to ensure that they have a positive attitude to learning; with behaviour management techniques used as early interventions to diffuse situations arising. All staff have a clear understanding of the needs of the young people, including vulnerable groups, with systems and processes in place to respond to these needs in everyday practice. Support includes universal health entitlements such as that provided by School Nurses and the Future in Mind programme. This is a minimum offer for all young people.
Examples	<p>Quality First Teaching – schools' and settings' teaching and learning policy and performance management practice ensures that teaching engages young people in learning and caters for the range of learning needs and styles within any class.</p> <p>Behaviour Policies – behaviour policies and staff implementation of these are consistently effective in managing most presenting behaviours. Policies meet the needs of all learners and allow for the range of needs. Staff have relevant training to make appropriate responses to the needs of the learners.</p> <p>Communication – systems are in place so that teachers have full knowledge of the needs of all young people, including vulnerable groups.</p> <p>Transition – arrangements are in place to support a smooth transition between phases for all young people with systems and processes in place to share information and practice for the more vulnerable learners.</p>
Support Available	<p>The Behaviour Support Team Leader can work with the leadership team to review and evaluate behaviour policies and practice to ensure that this is able to meet the needs of all learners. This will be a traded offer.</p> <p>Support for individual teachers ties into the performance management process, including observations of classroom practice and development of behaviour management techniques.</p> <p>Support to develop transitions programmes such as STARS.</p>

Targeted Response	
Description	Responses, beyond the universal offer, that meet the needs of individuals and are bespoke to the needs of that individual. This will often include the setting of targets for individuals to demonstrate improvements in their approaches to learning with regular review of these targets. At this level, young people will remain in mainstream lessons but may need a short period out of class for an assessment of their needs. The link with parents/carers is essential and an Early Help Assessment might be appropriate.
Examples	<p>Assessment of need is important - this could include assessment of reading, spelling, comprehension, dyslexia screening as well as other assessments such as Pupil's Attitude to Self and School (PASS), Strengths and Difficulties Questionnaire (SDQ) and Boxall Profile. It is also important to gain the child's view.</p> <p>The outcomes of the assessment are used to develop an Individual Behaviour Plan (IBP). This might include use of a pupil passport or report card to monitor responses in lessons. Other interventions may be required as an outcome of the assessment of need.</p>
Support Available	Training available for staff to develop and use the assessment tools described and in developing suitable interventions through the IBP.

Additional Support	
Description	Modification of the universal offer to better meet the needs of the individual.
Examples	<p>This could include modifications to the curriculum, for example where a young person struggles in a particular subject, they might be withdrawn for one to one support to diffuse the situations arising. They might be withdrawn for behaviour reflection, anger management, resilience or emotion coaching. Use of support staff to help meet the needs of the individual could also be employed.</p> <p>This would also include modifications made to support individual needs such as 'Exit' cards and Safe Spaces.</p> <p>Use of restorative justice.</p> <p>Early Intervention for mental health related issues, eg BEAM, KOOTH, Mental Health First Aid.</p>
Support Available	<p>ELSA training for support staff.</p> <p>Restorative Justice training for schools or key members of staff.</p> <p>Co-regulation and Emotion Coaching training – helping the young person to understand and regulate emotions.</p>

Nurture Principles	
Description	Withdrawal from elements of mainstream lessons for small group targeted support to reduce anxiety or help the young person to develop resilience or to develop behaviour self-management techniques.
Examples	<p>Nurture Units, small classes or 'mini-school' aimed at increased resilience and providing a therapeutic response to the young person's needs.</p> <p>One-to-one support outside of the classroom; counselling from school based counsellors.</p> <p>Use of external providers to provide a nurture environment, for example this could be based on equine therapy or other animal therapy.</p>
Support Available	<p>Nurture Group Training.</p> <p>Audit of school/setting based nurture provision.</p>

Professional Involvement	
Description	<p>Once in-school/setting approaches have been exhausted, further assessment or support from professionals outside of the school or setting should be employed. Advice can then lead into at least one further Assess-Plan-Do-Review cycle.</p> <p>Advice and support could include: BSATS, LSATS, EP and a CAMHS (BeeU) referral</p> <p>Referral to the Behaviour Inclusion Advice and Support Panel to gain a wider view of other strategies available could also be used at this stage.</p> <p>If an Early Help Assessment isn't in place by this tier, it is now essential.</p>
Examples	<p>Example of Professionals that could be employed include:</p> <p>Behaviour Support Advisory Team</p> <p>Learning Support Advisory Team</p> <p>Educational Psychology</p> <p>Mental Health Services (CAMHS / BeeU)</p> <p>Anger Management, Counselling, Therapies etc.</p>
Support Available	For example, the Behaviour Support Advisory Team can support through a package of support over a defined period. This will include an observation and potentially an assessment of the young person's needs. Throughout this support, a range of strategies to use with the young person will be discussed with the school/setting and an appropriate menu of strategies will be agreed and developed.

Alternative Provision	
Description	<p>Alternative provision involves the young person learning outside of mainstream for part of their timetable, usually with an aim to re-engage their interest in learning. Alternative provision takes many forms from in-school alternative provision centres through alternative provision across a group of schools (cluster) to external alternative provision with places bought in. Observation from the Head of the Linden Centre, Head of Kickstart or the Head of the Student Engagement Programme to assess suitability for placements at Linden Centre (for a 12 week assessment and intervention placement), Kickstart or House 1. Any FAP presentation will include feedback from this visit.</p> <p>N.B. As part of Priority 5, we will review the offer from the PRUs.</p>
Examples	There are several providers that offer Alternative Provision placements. A menu of these is in development.
Support Available	<p>The Student Engagement Programme offers Alternative Provision Packages at AFC Telford, Sutton Hill and House 1.</p> <p>The Behaviour Support Advisory Team can support the quality assurance of in-school or in-cluster based alternative provision.</p> <p>Visits to the Linden Centre or Kickstart to learn from approaches used there.</p>

Appendix 4 – FAP Referral Form

(The referral form is included as a separate Word document)

Appendix 5 – Summary of Outcomes 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 to SEMH Inclusion Officer; accessandinclusion@telford.gov.uk