

Primary Fair Access Protocols



Advice, Guidance and Support

January 2014

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Introduction

Evidence from 'They Never Give Up On You' (2012) suggests that good practice into the prevention of and alternatives to exclusion, the development of the school workforce, the use of alternatives to exclusion and managed moves can be instrumental in preventing exclusions.

The consequences of being permanently excluded from school can be significant for the child or young person who is excluded. Many children and young people, who are excluded, especially if the exclusion is made permanent, do not re-engage with formal education before they reach school leaving age. This usually means they leave at a disadvantage compared with their peers and their lack of qualifications can severely limit their future life chances in comparison with the population as a whole.

When their circumstances were examined, forty per cent of 16-18 year olds who are not in education, employment or training (NEETs) had previously been permanently excluded from school. Over half of young offenders in custody have been excluded from school. Indeed, in a recent report by HM Inspectorate of Prisons on Resettlement Provision for 15-18 year olds in custody, 86% of those interviewed said they had been excluded from school at some point. (Always Someone Else's Problem, Office of the Children's Commissioner Report on Illegal Exclusions, 2013)

The following document provides information on Gateshead's Memorandum of Understanding which sets out the relationship between Gateshead's schools, academies and the local authority in working together to support improvements in behaviour (and attendance) in Gateshead.

It also provides information on the Primary Fair Access Protocols, including information on:

- the Fair Access Panel process, including information on the Fair Access Categories
- the protocol for panel meetings
- the referral form (included a completed form for reference)
- information on risk assessments
- case studies highlighting support provided

Memorandum of Understanding

Gateshead Partnership, January 2014

Scope

1. This Memorandum of Understanding concerns the relationship between Gateshead schools, the Pupil Referral Unit and the local authority in the Gateshead Partnership working collaboratively to support improvement in behaviour and attendance in Gateshead. Schools are all co-signatories to this Memorandum.
2. What we have come to understand is the need for a collective responsibility in meeting the needs of the children and young people within Gateshead, a collective ownership on the part of all schools and the local authority around issues resulting in exclusions both fixed and permanent and the solution to these issues.
3. The Memorandum sets out the aims, roles and responsibilities, which underpin the Partnership.
4. The Partnership wishes to agree joint and collaborative action for shared priorities to improve behaviour and attendance in schools. This action will include the identification and allocation of resources for those shared priorities.
5. The Partnership will work with the local authority (LA) and the Admissions Forum in the development and implementation of Fair Access Protocols. All admissions authorities must participate in the Fair Access Protocols to ensure unplaced children are allocated a school place quickly. The Fair Access Protocols to be put in place will be for hard to place students, complex transfers and managed moves between schools, mainly, but not exclusively for children who are displaying difficulties with attendance and/or behaviour. These Protocols come into operation from 1 September 2014;

they will operate alongside the in-year transfer system.

6. The Partnership will examine service delivery and provision options, and promote multi-disciplinary and multiagency working where appropriate.
7. The Partnership will evaluate whether these partnership arrangements can be used to develop more coherent, holistic and effective delivery of services and strategies.

Aims

The Partnership aims to:

- i. ensure that all children and young people in Gateshead are treated as the collective responsibility of all the schools
- ii. establish the conditions for sustainable continuous improvement in children and young people's behaviour and attendance in Gateshead's schools
- iii. develop teaching, learning and assessment processes that will support excellent achievement as a foundation for improvements in behaviour and attendance
- iv. ensure an equitable distribution of relevant resources, expertise, strengths and difficulties as far as is possible with regard to support for behaviour and attendance
- v. provide a mutually supportive environment for all pupils and staff
- vi. ensure that staff are able to develop and share good practice and resources across schools
- vii. work hard to fulfil parental and governor expectations for children, young people and schools

- viii. provide leadership of the highest quality to support and inspire all children, young people and staff
- ix. make the best possible organisational arrangements for all forms of support for behaviour and attendance in the schools/academies, including school and alternative provision, therapeutic and other interventions, and all forms of relevant advice and support.

Outcomes

The Partnership expects that this will:

- improve opportunities for children and young people whose behaviour is challenging
- significantly reduce exclusions in schools
- reduce persistent absence
- significantly improve the behaviour and attendance climate in all schools
- build on the success and good practice developed
- ensure that education is delivered from day 6 for excluded students
- significantly improve Ofsted judgements on behaviour and attendance

Accountability

The Partnership is accountable to all schools and their Governing Bodies.

Accountability will be achieved through an annual report to all schools/academies.

The Group Director of Learning & Children will be kept informed of Partnership developments.

Support and provision for students

The Partnership intends to ensure better alignment of the needs of children in respect of behaviour with the provision available. To this end it will continue the processes of:

- pooling information about available resources
- implementing Fair Access Protocols for relevant groups
- considering the opportunities for additional provision for children at risk of disaffection and/or exclusion
- using centrally held resources to support childrens' behaviour and attendance

Other relevant documentation

The Partnership views the following documents as of particular relevance and importance in respect of this Memorandum of Understanding:

- The Children & Young People's Plan
- The Fair Access Protocols (2012 Guidance)
- The Common Assessment Framework
- Admission Criteria (2012)
- Behaviour and Attendance Report (2012)
- Exclusion Guidance (2012)
- EHE Strategy (2012/13)
- CME Strategy (2012/13)
- Gateshead Vision (2030)
- Between the Cracks - Exploring In-Year Transfers in England (2013)

Primary Fair Access Protocols

General Principles

1. Every local authority must have a Fair Access Protocol, agreed with the majority of its schools, in which all schools (including Academies) must participate since it is binding on all schools .
2. These protocols, together with the accompanying papers, attempt to give substance to the agreement on collaborative action - the Memorandum of Understanding - which the schools/academies in Gateshead are committed to, in order to ensure better educational outcomes for vulnerable children and young people.
3. It is important to emphasise that for the vast majority of children in schools/academies the protocol will not be necessary or relevant; it is intended to be invoked and used where there are particular difficulties in securing a school place or appropriate provision or where a child or young person is at risk of permanent exclusion.
4. From a school's perspective the purpose of these protocols is to establish a fair and transparent system, which ensures that all the schools/academies participating in the Gateshead Partnership admit their fair share of children with challenging behaviour and educational needs on a turn-taking basis.
5. From a child's perspective the purpose of the protocol is to ensure that access to education is secured quickly where there is no school/ academy place and/or where a fresh start is indicated.
6. These protocols will play a key role in helping to deliver the five outcomes of "Every Child Matters". Their particular focus is to address the needs of vulnerable children and young people and those with difficult and challenging behaviour, who seek admission to a mainstream school/academy either following a permanent exclusion or to pre-empt such an exclusion, or who are otherwise not on a school roll.
7. Our approach reflects a shared commitment, as exemplified in the Memorandum of Understanding, to promoting education and social inclusion, and to minimising the use of exclusion (fixed-term and permanent). Schools/academies, the local authority (LA) and other services will focus their efforts on early intervention and support for children experiencing difficulties, in order to avoid the need for exclusion and/or school transfer.
8. Our approach reflects a commitment by all the schools/academies to work in partnership with each other and the LA, in the interests of securing the best outcomes for our children, and to support each other to address the challenges presented by these children.
9. In the event that the majority of schools in an area can no longer support the principles and approach of the local Protocol, all the school heads should initiate a review with the local authority. The existing Protocol however remains binding on all schools up until the point at which a new one is adopted.

A. Fair Access Protocol

10. Every local authority must have a Fair Access Protocol, agreed with the majority of its schools, in which all schools (including Academies) must participate since it is binding on all schools.
11. Schools (including Academies) should work together collaboratively, taking into account the needs of the child and those of the school. There is no duty to comply with parental preference when allocating places through the Protocol but it is expected the wishes of the parents are taken into account.
12. In October 2005 Gateshead's Admissions Forum agreed an outline Protocol with its secondary schools. The document ended with the comment that *"This Protocol will be further developed and extended as experience*

is gained by all those involved in its operation. It is recognised that some aspects of developing this approach will present difficulties and challenges, but schools, the LEA and other partners are committed to working together to overcome these and to meeting the Secretary of State's expectations in terms of collaborative approaches."

13. This current document should be seen, therefore, as an update of the earlier one, which incorporates the earlier paper's "General Principles", but also develops the ideas within the context of the School Admission Code 2007 and 2012.

B. Fair Access Protocol for Managed Moves

14. The DfES guidance, "Improving Behaviour and Attendance", identifies a number of alternatives to exclusion that may be available to headteachers in response to breaches of behaviour policy. These include "managed moves" to another school to enable the student to have a fresh start.
15. This protocol has been written to ensure that, where a managed move is considered to be in the best interests of a child, that their education is maintained, their parents' rights are protected and there is clarity between the schools/academies involved over the responsibility for each child. It is not intended for use in circumstances where parents themselves initiate a transfer from one school/academy to another. In these cases the normal admission procedures should be followed. However, in situations where a child's behaviour is of significant concern it will usually be more helpful to encourage the parents to agree a managed move so that the appropriate planning and ongoing support can take place.
16. This protocol is underpinned by the Children Act 2004 and its requirements concerning the wellbeing of children and young people, as defined in the '5 outcomes for children' within the Act.

C. Fair Access Protocol for Complex Transfers

17. Where a governing body does not wish to admit a child with challenging behaviour outside the normal admission round, even though places are available, it must refer the case to the local authority for action under the Fair Access Protocol (this provision does not apply to a looked after child, a previously looked after child or a child with a statement of special educational needs naming the school in question, as these children must be admitted).

At the moment there are a number of reasons that a child might be deemed as a 'complex' transfer but most of these are a subjective decision on the part of the 'receiving' school. In order to standardize the process and make it more transparent it has been suggested that we look to agreeing 'guidance' that need to be met before a transfer can be **considered** as complex.

Proposed **guidance** for a complex transfer **might** be:

- Attendance below 80% with a historic pattern of attendance issues
- History and evidence of disruptive behaviour
- Direct involvement of the child with external agencies such as; Family Intervention Team (FIT), Youth Offending Team (YOT), Children and Young People's Service (CYPS), SMART (Drugs and Alcohol Service)
- Relationships with pupils in the requested school and/or the neighbourhood
- Complexity of the year group in the receiving school in conjunction with other criteria
- Inappropriate behaviour (sexualized) for whom a risk assessment is deemed necessary
- A CAF/TAF in place and Child in Need/CP Plan in place

D. Fair Access Protocol for Children Missing from Education

18. Children fall out of education for a number of reasons including poor attendance, exclusion, poor transition arrangements and disaffection. Education Welfare Officers actively seek out and identifying those missing education with the help and support of stakeholders and agencies within Children's Services. If/ when primary aged children are found the Pupil Placement Panel is the means by which they will be supported to reengage with mainstream educational provision under the appropriate FAP category

E. Fair Access Protocols and Elective Home Education

19. Where a child who is in receipt of home education decides to return to mainstream school the Primary Pupil Placement Panel is the means by which they will be supported to reengage with mainstream educational provision.

The Protocol

20. Requests for admissions for hard to place children, managed moves and complex transfers, will not fall evenly across the schools/academies in the borough. Nonetheless, the purpose of this protocol is to ensure easier and quicker access to education for individual children, within a fair and equitable context for schools/academies. The following paragraphs outline the methods for ensuring a fair distribution of hard to place children, managed moves and complex transfers.
21. The scope of this protocol is for children who find themselves in one of the categories FAP1 - FAP20.
22. In the case of managed moves they will be children who are vulnerable to educational failure and for whom it is even more important that any move of school/academy takes place quickly.
23. In the case of managed moves, the head teacher should approach the parent/carer of the child for their agreement to implementing the move. Only when the parent/carer has

given consent should an application form be completed and the process commence.

24. Children with Statements of Special Educational Need are not covered by this protocol as their needs are considered separately and are covered by specific legislation.
25. Schools/academies will agree to deal with all admission requests promptly and in accordance with their own admissions policy if appropriate and the School Admissions Code 2012. Where a school/academy or LA service believes that a request for admission falls within the scope of this protocol, or where it is perceived that it is necessary to make an admission request on behalf of a child, that request will be referred via the Behaviour and Attendance Improvement Team to the Primary Fair Access Panel for consideration (unless a school/academy can offer a place quickly i.e. before the next meeting of the Panel).
26. Where a child has appealed for a place within a school and the appeal has been dismissed and subsequently a referral is made to the Primary Fair Access Panel for a place at the same school, the school at which the appeal was lodged against and dismissed will be exempt from taking the child during that academic year.
27. The Primary Fair Access Panel will be constituted and operate according to the terms of reference. The role of the Panel will be to determine an appropriate placement/ managed move and agree with the Behaviour and Attendance Improvement Team the way in which the placement will take place. This will include the issues of support, timing, and consultation with the child, parents or carers. The decisions of the Panel will be binding on schools.
28. Under the new Admissions Code (2012) there is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol. Although, it would remain 'best practice' to work with parents and parental choice.

29. Groupings of schools/academies

The Partnership of primary schools/academies will organise themselves into clusters/neighbourhoods for the purpose of placing children

Kingsmeadow Cluster

Brighton Ave Primary
Caedmon Primary
Dunston Hill Primary
Riverside Academy
Lobley Hill Primary
St Aiden's C or E Primary
Bensham Grove Nursery

Whickham Cluster

Cloverhill Primary
Fellside Primary
Front Street Primary
Washingwell Primary
Whickham Parochial C of E Primary
Swalwell Primary

Charles Thorp Cluster

Chopwell Primary
High Spen Primary
Highfield Primary
Rowlands Gill Primary
Parkhead Primary
Winlotion West Lane Primary
Crookhill Primary
Emmaville Primary
Ryton Infant School
Ryton Junior School
Greenside Primary
Blaydon West Primary

St Thomas More Cluster

Corpus Christi RC Primary
St Philip Neri RC Primary
St Joseph's RC Primary Blaydon
St Mary and St Thomas Aquinas
St Agnes' RC Primary
St Joseph's RC Primary, Highfield
St Mary's RC Primary
Sacred Heart RC Primary

Lord Lawson Cluster

Barley Mow Primary
Birtley East Primary
Kibblesworth Academy
Portobello Primary
Ravensworth Terrace Primary

Cardinal Hume Cluster

St Alban's RC Primary
St Anne's RC Primary
St Augustines's RC Primary
St Joseph's RC Infants, Birtley
St Joseph's RC Juniors, Birtley
St Joseph's RC Primary, Gateshead
St Oswald's RC Primary
St Peter's RC Primary
St Wilfrid's RC Primary

Heworth Grange Cluster

Bill Quay Primary
Lingey House Primary
Roman Road Primary
The Drive Primary
Whitemere Primary
Wardley Primary

Joseph Swan Cluster

Glynwood Primary
Harlow Green Primary
Kells Lane Primary
Oakfield Infant School
Oakfield Junior School
Kelvin Grove Primary

Thomas Hepburn Cluster

Colegate Primary
Carr Hill Primary
South Street Primary
Brandling Primary
Bede Primary
Falla Park Primary
Fell Dyke Primary
Larkspur Primary
Windy Nook Primary

On occasion the placement of children might reflect neighbourhoods (as opposed to clusters), especially when schools within two different clusters are adjacent to one another. With the catholic clusters this may mean that the placement might be in the alternative catholic cluster due to geography.

In the Protocol children attending catholic schools will be allocated to catholic schools.

30. Placing young people

When placing children consideration will need to be paid to the following:

- Number of fair access placements in the academic year
- Distance from home to school (and parents ability to transport child)
- Cohort/context of individual class/school
- Statutory class size(see below)

What will not be taken into consideration is parental preference for secondary school

Whereas consideration will be given to the legal limit of class sizes in Key Stage 1, it may be necessary to admit children as exceptions through the Primary Fair Access Protocols. If pupils do not meet one of the excepted pupil criteria, as set out below, priority preference will be given for admissions over others on a waiting list or waiting appeal.

Infant class size-Infant classes must not contain more than 30 pupils with a single class teacher. Additional children may be admitted under limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children:

- Children admitted outside the normal admissions round with statements of special educational needs specifying a school
- Looked after children and previously looked after children admitted outside the normal admissions round
- Children admitted, after initial allocation of places, because of a procedural error made by the admissions authority or local authority in the original application process
- Children admitted after an independent appeals panel upholds an appeal
- Children who move into the area outside the normal admissions round for who there is no other available school within reasonable distance

- Children of UK service personal admitted outside the normal admissions round
- Children whose twin or sibling for a multiple birth is admitted otherwise than as an excepted pupil
- Children with special educational needs who are normally taught in a special needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

31. Every child who is accepted by the Primary Fair Access Panel brings with them a tariff, which will be passed to the receiving school/ academy. The agreed tariff is:

	Academic year model	
	KS1	KS2
Autumn	2895	2895
Spring	1930	1930
Summer	965	965

32. Schools/academies have also agreed to transfer the Pupil Premium (if applicable) on a pro rata basis following the transfer of a Hard to Place Pupil or the success conclusion of a Managed Move.

33. Each school/academy will also pay an agreed amount, which will be held centrally and used as and when needed. e.g. These funds could be used to pay for additional EP time to assess the needs of a child placed by the Panel.

34. Attendance

When a child is moved to another school/ academy under a 'managed move' the schools will use the following to monitor attendance:

Registration Code B

Brief Description	Educated off site (NOTE Dual registration)
Statistical Meaning	Approved Educational Activity
Legal Meaning	Attending approved educational activity
Physical Meaning	Out of whole session
DfE Definition	Where a registered pupil on roll is currently being educated off-site at a supervised activity approved by the school

Managed Moves - Clarification on the use of the 'B' code

Relevant Regulation 6 (4)

Currently the agreement is that if a child is a 'managed move' to another school, the 'B' code would be used e.g. educated off site (page 9, article 27 of the Fair Access Protocols).

The definition of 'B' code is 'where a registered child on roll is currently being educated off-site at a supervised activity approved by the school'.

The 'B' code is being used because we are agreeing that in the case of a 'managed move' that goes through the Primary Fair Access Panel the child is a 'guest' of the second school (School B) until such time as the 'managed move' is agreed. At that point the status of the child on the Admissions Register would change from a 'G' a 'guest' to a 'C' current single registration. If the 'managed move' fails and the child returns to their main school (School A) then School B would remove them from their Admissions Register altogether.

The Guidance on applying the Education Pupil Registration Regulations stipulates that 'schools must record the details of every pupil in the admissions register. This includes pupils who are attending the school on a temporary basis e.g. travellers' children, children who are accessing facilities not available at their normal school and 'guest' pupils (page 6, article 24).

School A will record in their attendance register the pupil using the 'B' code after their attendance at School B has been confirmed.

School B will record in their attendance register the pupil present or absent (authorised/unauthorised) for the period of time that they are attending School B.

School B will feed this information back to School A on a weekly basis.

School B are responsible for safeguarding the needs of the pupil; undertaken First Day Response and making sure that if the pupil is not in school the reasons for this are known and that there are no safeguarding concerns which are not being addressed.

School A and School B need to work closely together to monitor the attendance and address the needs of the pupil; especially as School A will have a greater understanding of the history and issues surrounding the pupil.

In issues of poor or non-attendance it is the EWO or the attendance officer of School A (maintained school or academy) that is responsible for working

with the pupil and their family to improve their attendance at School B.

This would include providing information to the Non Attendance Panel (if it warrants it).

School A will continue to include the pupil in their overall attendance figures.

In the collection of attendance data the use of the 'B' code would mean that the attendance of the pupil would be included in School A's attendance figures. If the 'managed move' is successful and the pupil goes onto the roll of School B, at such time they will count in the school B's attendance figures.

The use of the 'B' code can only apply if:

- The 'managed move' is through the Primary Fair Access Panel (for purposes of transparency and monitoring) or
- The Primary Fair Access Panel has been informed of the 'managed move' although managed moves via schools would not count towards the school's pupil allocation
- (The Primary Fair Access Panel will report on this information on a regular basis)
- The pupil is not dual registered-at which point the 'D' code must be used

35. The Belonging Regulations relate to a child who is looked after by a local authority:

- for whom an education statement is in place or
- is registered at a special school or
- who is a patient in hospital, and
- receives education either in a special school established in a hospital or education referred to in section 298(1) of the Education Act 1993 otherwise than at school, or
- who is a further education student. In such cases the authority whom the pupil belongs to is the local authority area which looks after him.

In such circumstances where a child looked after by another authority is living in Gateshead and accessing education in Gateshead the home authority is financially responsible for the child's education and fees are accordingly recouped.

Monitoring and Quality Assurance

- Financial information will also be provided at each panel.
- Notes from each panel will; be sent to all schools/academies and panel members.
- An annual report will be provided to all schools

The following is the list of Protocol Categories

FAP1

who have been permanently excluded and who are not in educational provision

FAP2*

not appropriate to primary schools

FAP3

who have been out of education for longer than one school term e.g. pupils who are home educated, parents have removed from school, pupils who choose not to attend who are not on currently a school roll (*this does not apply to persistent absentees or to pupils who have been taken off a school roll due to non-attendance*)

FAP4

who are currently identified as a persistent absence pupil e.g. a pupil who by the end of the spring term (half term 4), has more than 52 sessions of absence in that school year

FAP5

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

FAP6

who are referred by the Police, Connexions, Youth Offending Team or other similar agency

FAP7

without a school place and with a history of serious attendance problems *e.g. pupils who move into Gateshead*

FAP8

who move into the area with complex behaviour issues

FAP9

not appropriate to primary schools

FAP10

not appropriate to primary schools

FAP11

who would otherwise be permanently excluded for a **serious but one-off offence** *pupils whose behaviour generally conforms to school rules, but who have on this occasion engaged in behaviour, which is unacceptable (summary evidence of permanent exclusion to be included in the documentation sent to panel)*

FAP12

who have a history of challenging behaviour but for whom an IEP has been unsuccessful and who are at increasing risk of permanent exclusion *pupils who have repeatedly challenged school rules (this behaviour is documented) and the school is able to evidence over a period of time, the types of interventions tried including an IEP, CAF and the involvement of outside agencies*

FAP13

whose behaviour is adversely influenced by their peer group to a significant extent and who would benefit from the opportunity for a fresh start provided by a change of school *evidence can be provided that this is an ongoing situation and how a change in school will provide a change in behaviour*

FAP14

whose relationships with fellow children, parents and/or staff has broken down irrevocably *evidence can be provided that the school have used a variety of interventions to prevent this breakdown from happening over a period of time*

FAP15

Complex transfers where it is felt that the child would benefit from support to aid the transition process

FAP16

Children of Gypsies, Roma, Travellers, refugees and asylum seekers, children who are homeless

FAP17

Children with special educational needs, disabilities and medical conditions (but without statement)

FAP18

Children who are carers

FAP19

not appropriate to primary schools

FAP20

A Looked After Child

* Please note the gap in FAP numbering is due to previous categories being removed as they are no longer needed.

Terms of Reference for Placement Panel

1. All Partnership schools will participate in the Primary Fair Access Panel and contribute a Headteacher, to be available on a rotating basis throughout the academic year. This group will be representative of schools across Gateshead and will endeavour to include a Head Teacher from the Cardinal Hume Cluster and the St Thomas More Cluster.
3. Panel meetings will be scheduled on a regular cycle. The Behaviour and Attendance Improvement Team will assist in and facilitate such meetings.
4. A Panel shall be constituted of five members who must all take part in any decision.
7. The BAIT shall ensure that adequate documentation from schools/academies, agencies, services, young people and parents/carers is available to consider each case.
8. The LA shall ensure that members of the Behaviour and Attendance Improvement Team is available at the meeting to offer additional information and to carry forward the Panel's decisions.
9. The decisions of the Panel will be binding on the receiving school/academy, although young people and parents may choose not to accept the first placement offered.
10. **Groupings of schools/academies**
The Partnership of primary schools/academies will organise themselves into clusters/neighbourhoods for the purpose of placing children:

Kingsmeadow Cluster

Brighton Ave Primary
Caedmon Primary
Dunston Hill Primary
Riverside Academy
Lobley Hill Primary
St Aiden's C or E Primary
Bensham Grove Nursery

Lord Lawson Cluster

Barley Mow Primary
Birtley East Primary
Kibblesworth Academy
Portobello Primary
Ravensworth Terrace Primary

Whickham Cluster

Cloverhill Primary
Fellside Primary
Front Street Primary
Washingwell Primary
Whickham Parochial C of E Primary
Swalwell Primary

Cardinal Hume Cluster

St Alban's RC Primary
St Anne's RC Primary
St Augustines's RC Primary
St Joseph's RC Infants, Birtley
St Joseph's RC Juniors, Birtley
St Joseph's RC Primary, Gateshead
St Oswald's RC Primary
St Peter's RC Primary
St Wilfrid's RC Primary

Charles Thorp Cluster

Chopwell Primary
High Spenn Primary
Highfield Primary
Rowlands Gill Primary
Parkhead Primary
Winlotion West Lane Primary
Crookhill Primary
Emmaville Primary
Ryton Infant School
Ryton Junior School
Greenside Primary
Blaydon West Primary

Heworth Grange Cluster

Bill Quay Primary
Lingey House Primary
Roman Road Primary
The Drive Primary
Whitemere Primary
Wardley Primary

Joseph Swan Cluster

Glynwood Primary
Harlow Green Primary
Kells Lane Primary
Oakfield Infant School
Oakfield Junior School
Kelvin Grove Primary

St Thomas More Cluster

Corpus Christi RC Primary
St Philip Neri RC Primary
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St Mary and St Thomas Aquinas
St Agnes' RC Primary
St Joseph's RC Primary, Highfield
St Mary's RC Primary
Sacred Heart RC Primary

Thomas Hepburn Cluster

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Carr Hill Primary
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Windy Nook Primary

On occasion the placement of children might reflect neighbourhoods (as opposed to clusters), especially when schools within two different clusters are adjacent to one another. With the catholic clusters this may mean that the placement might be in the alternative catholic cluster due to geography.

In the Protocol children attending catholic schools will be allocated to catholic schools.

When placing children consideration will need to be paid to the following:

- Number of fair access placements in the academic year
- Distance from home to school (and parents ability to transport child)
- Cohort/context of individual class/school
- Statutory class size(see below)

What will not be taken into consideration is parental preference for secondary school.

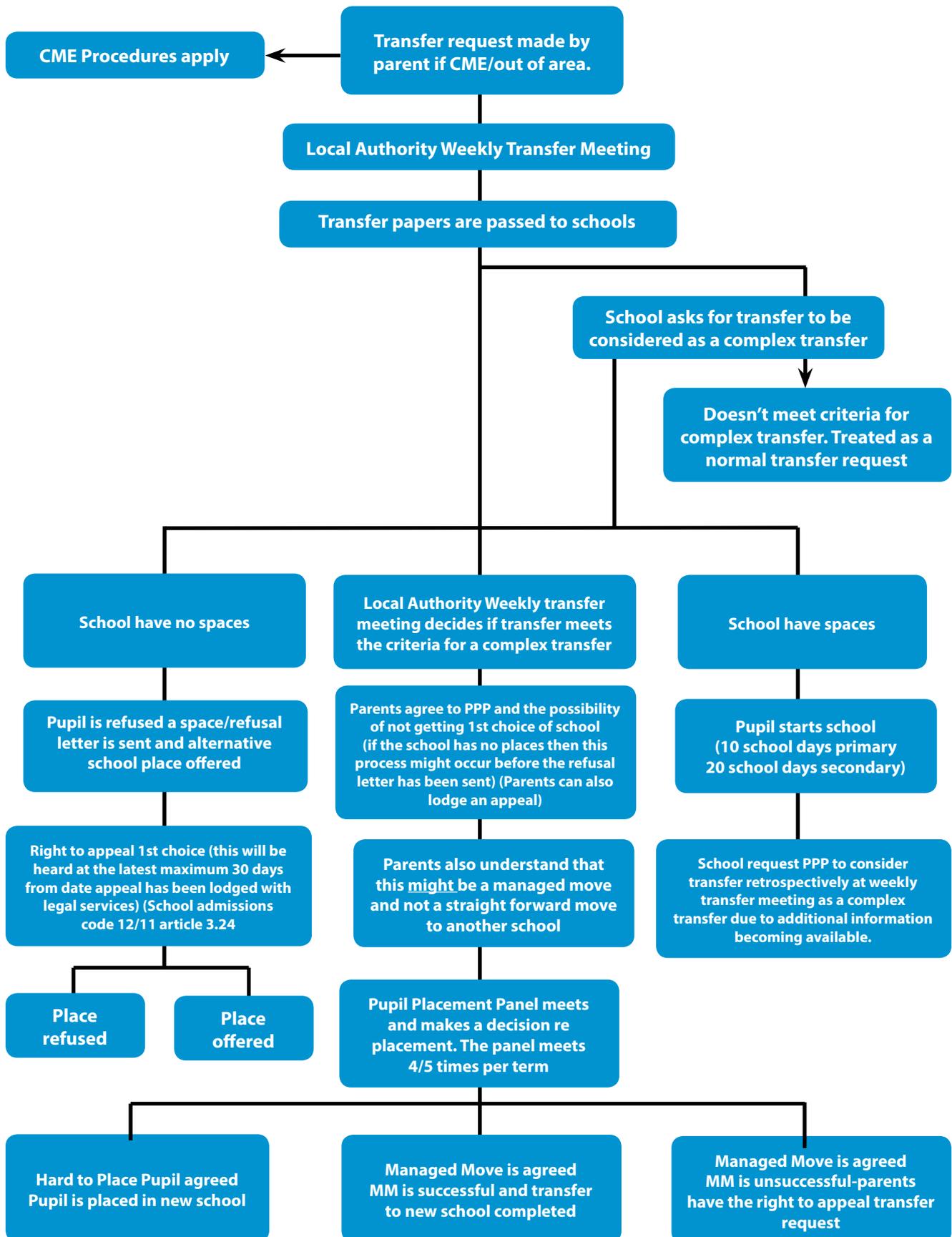
Whereas consideration will be given to the legal limit of class sizes in Key Stage 1, it may be necessary to admit children as exceptions through the Primary Fair Access Protocols. If pupils do not meet one of the excepted pupil criteria, as set out below, priority preference will be given for admissions over others on a waiting list or waiting appeal.

Infant class size-Infant classes must not contain more than 30 pupils with a single class teacher. Additional children may be admitted under limited exceptional circumstances. These children will

remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children:

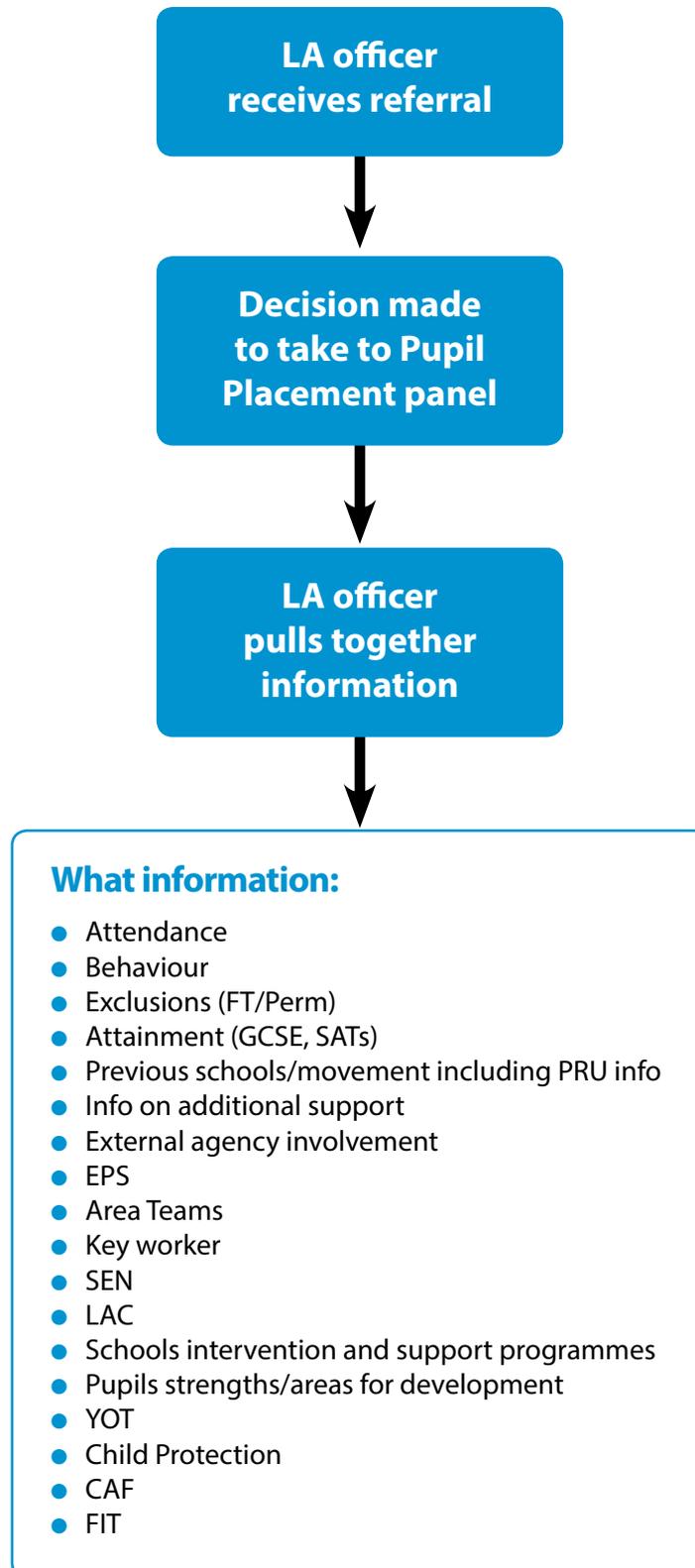
- Children admitted outside the normal admissions round with statements of special educational needs specifying a school
- Looked after children and previously looked after children admitted outside the normal admissions round
- Children admitted, after initial allocation of places, because of a procedural error made by the admissions authority or local authority in the original application process
- Children admitted after an independent appeals panel upholds an appeal
- Children who move into the area outside the normal admissions round for who there s no other available school within reasonable distance
- Children of UK service personal admitted outside the normal admissions round
- Children whose twin or sibling for a multiple birth is admitted otherwise tan as an excepted pupil
- Children with special educational needs who are normally taught in a special needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

In Year Transfer Process



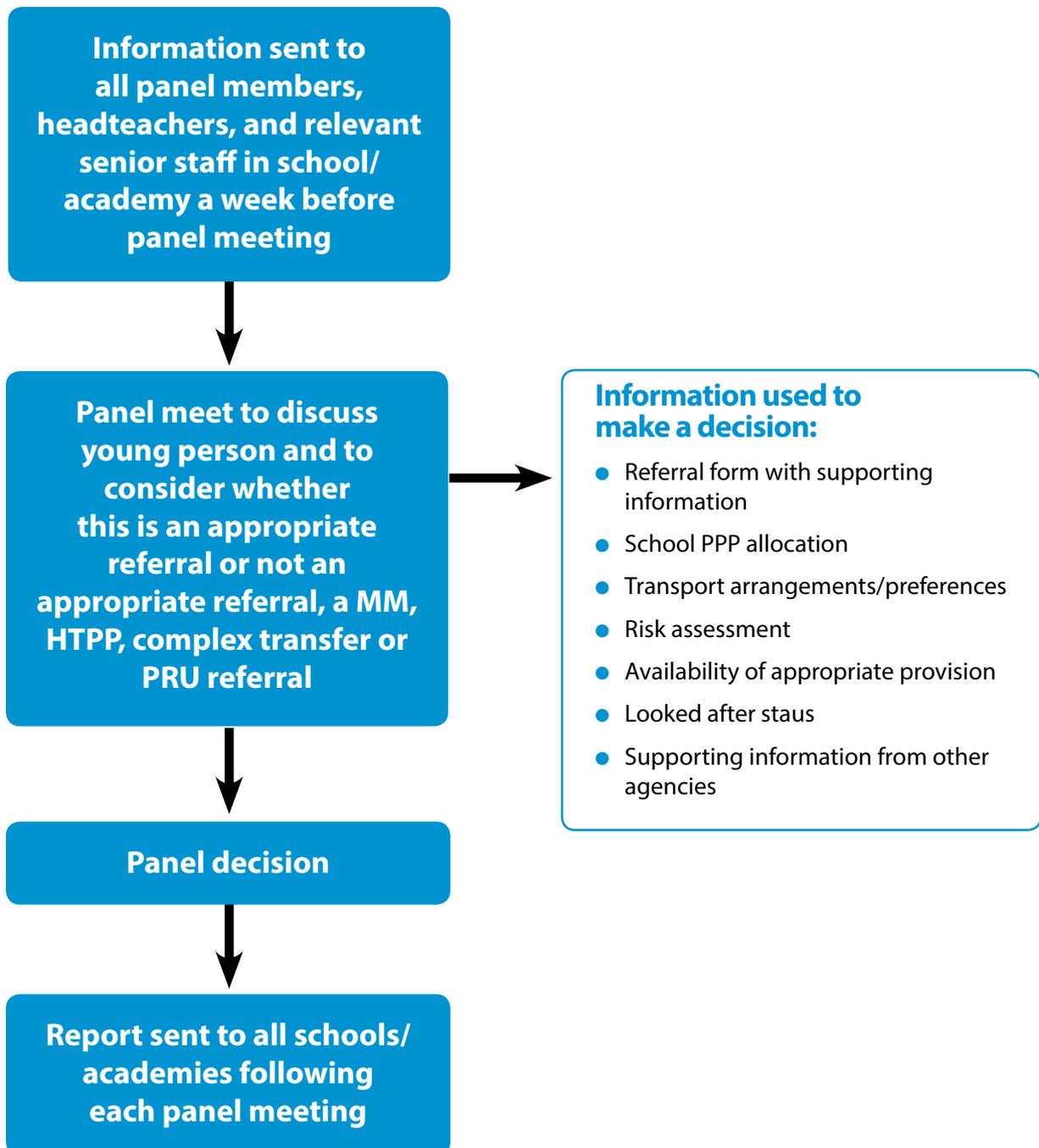
Fair Access Placement

Stage 1: Information Collection



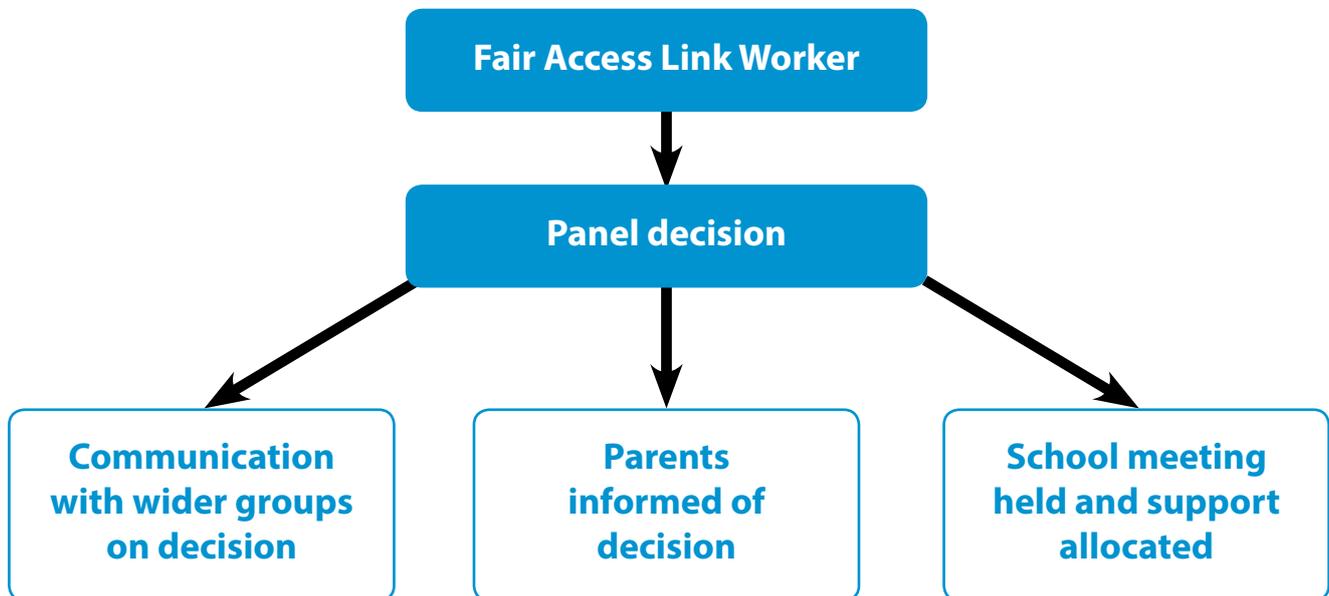
Fair Access Placement

Stage 2: Information Sharing



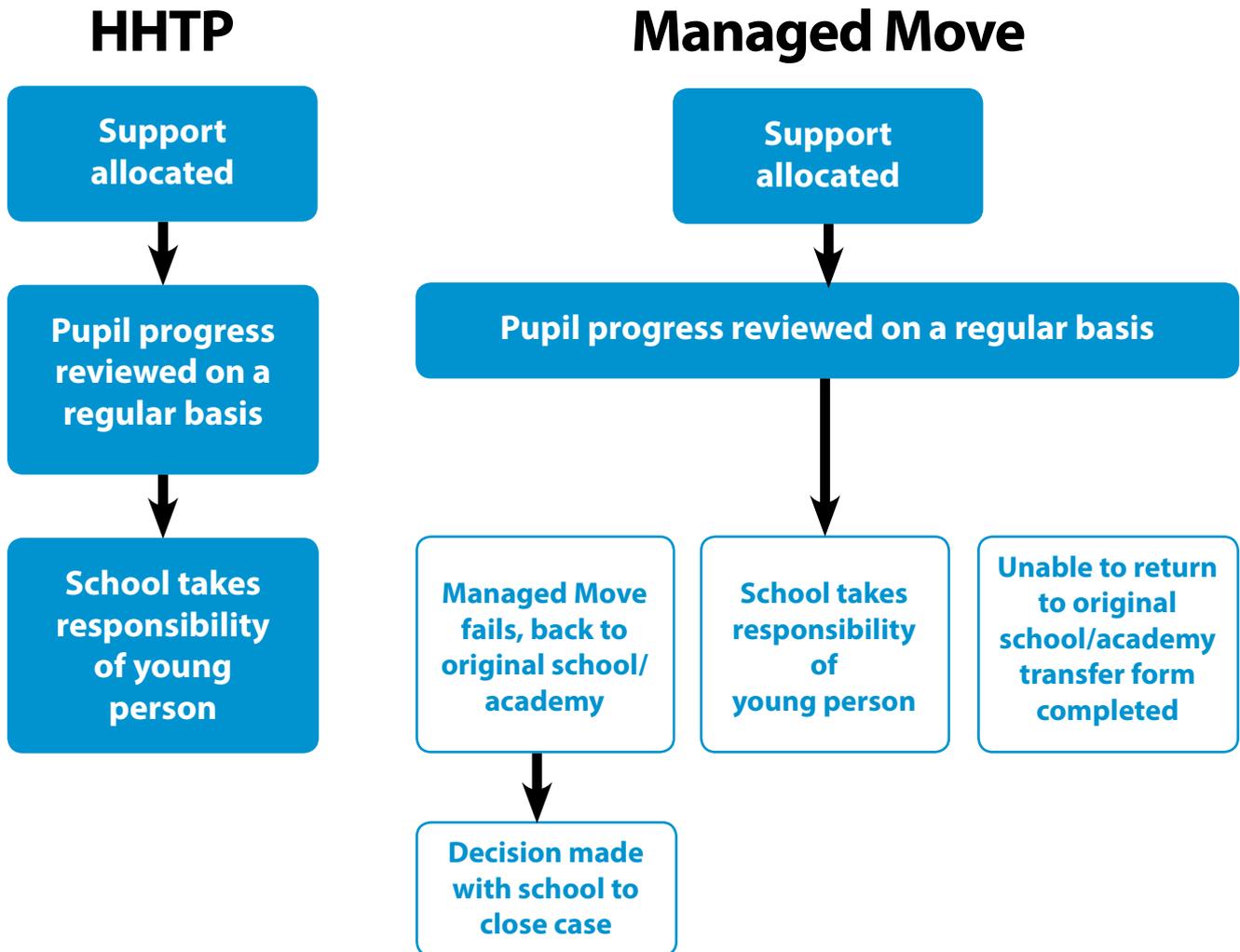
Fair Access Placement

Stage 3: Decision



Fair Access Placement

Stage 4: Decision Implementation



Fair Access Placement Process

Individual referrals to panel

1. Information sent out to all panel members and agenda sent out to all Headteachers

2. Standard Agenda

- Apologies and introductions

- Overview of referrals

- Updates

- Individual referrals:

Any appropriate additional information from other agencies
Appropriate referral?

Yes

Issues? (MM/HtPP/Complex transfer)

Questions about the information so far?

Placement. When and how?

Support and possible risk assessment

Actions and who is responsible

Learning outcomes

No

What feedback?

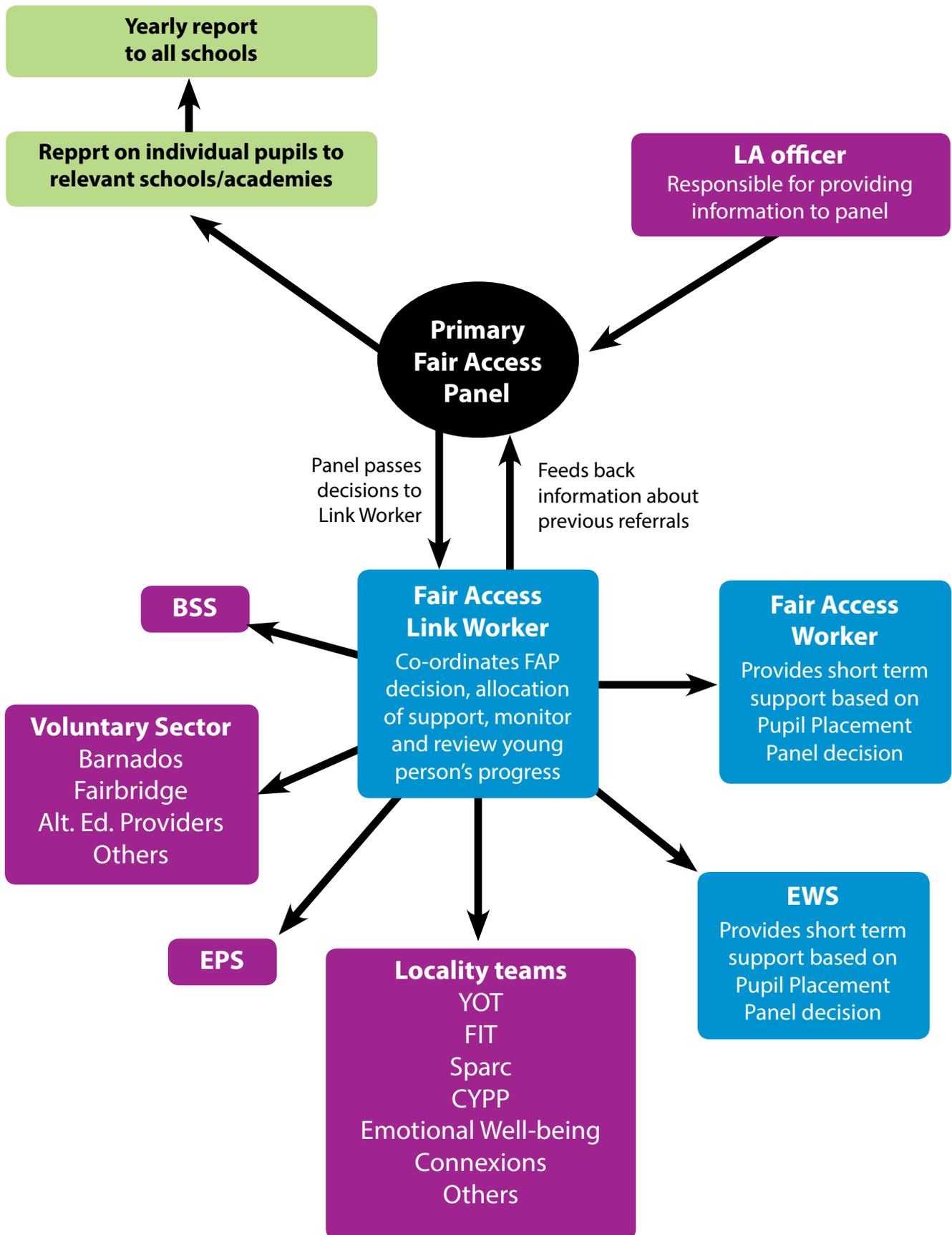
Who

- Reintegration of Permanently Excluded

- Learning outcomes from session

- Date of next meeting

Fair Access Placement Panel Support



Referral Form

Guidance for completing the Referral Forms for the Primary Fair Access Panel

- **Details of Young Person and Parents/Carers.** Please include all relevant information.
- **Details of referral.** A summary of the young person's difficulties with key incidents is useful.
- **Previous Schools**
Include all known Primary and Secondary Schools attended.
- **Document.** Please indicate which documents are attached. A summary of key behaviour incidents is more useful, rather than a full record.
- **Additional Support/Strategies provided in school.** Brief descriptions would be helpful.
- **External Agency Involvement and Key Worker.** Please include a reason for this outside agencies involvement (if known).
- **Family and environmental factors, strengths and needs**
- **Young Person's Views.** Self explanatory
- **Parent/Carers Views.** Could be gathered when permission for the referral is sought.
- **In the case of complex transfer it is the responsibility of the sending school to liaise with the Behaviour and Attendance Improvement team in providing information for the completion of the referral form.**

Prior to referrals going to Primary Fair Access Panel the following questions would be asked of the information submitted.

Is it clear:

- what impact a move to another school would have on the child's behaviour/attendance?
- what strategies schools applied to address behaviour/attendance issues? What is the impact of these strategies?
- how the child plans to contribute to improving their behaviours/attendance in the new school?
- that are parents supportive of the move?
- that parents are willing to engage in support via a CAF/TAF?
- that we have current information on attainment and levels?

Referral Form

Referral to: Primary Fair Access Panel
Joanna McDonald
joannamcdonald@gateshead.gov.uk

FAP category:

Details of Child

Name: **Date of Birth:**

UPN: **Year Group:**

Gender: Male Female **Ethnicity:**

Current School:

School Address:

Post Code:

Telephone No.: **Mobile No.:**

Email:

Details of Parent/Carers with Parental Responsibility

Name: **Name:**

Address: **Address:**

Postcode: **Postcode:**

Contact Telephone No.: **Contact Telephone No.:**

Relationship to Child: **Relationship to Child:**

Parent/carer permission given? Yes No **LAC Status?** Yes No

Statement of Special educational Needs? Yes No

Child Protection Plan/Child in Need? Yes No

Parent/Carer Preference of School:

1.

2.

3.

Details of Referral

What has led to this child being referred?

How would the change of educational provision benefit the child?

Previous Schools

Primary	From	To

Documentation

Please attach copies of the following:

PSP Attainment record Attendance record Exclusion record IEP CAF

Any additional support/strategies provided in school with outcomes:

(TA, LM, Support Workers)

Strategy

Outcomes

External Agency Involvement and Key Worker (including CAMHS etc.)

Agency

Key Worker

Family and Environmental Factors

Family history, functioning and wellbeing, wider-family, housing, employment and financial considerations, social and community elements and resources, including education.

Strengths

Needs

Child's Views of Referral

Does this capture your views and give a way forward?

Parent and Carer's Views of the Referral

Does this capture your views and give a way forward?

Person Making Referral

Name:

Address:

Post Code:

Designation:

Organisation:

Telephone No.:

Email:

Authorised by:

Date:

Risk Assessment

Primary Fair Access Risk Assessment Guidance

As with all risk assessments the key task is to identify the nature and severity of any actual or potential hazards along with assessing the likelihood that they will occur. However in the case of child with behavioural difficulties the task is further complicated by a number of interactive and contextual factors, which will need to be taken into account. Along with considering a range of information the panel will use the Risk Assessment Proforma to determine any level of risk, which the child presents and also decide upon the sort of strategies and support required to meet the needs of the situation

Once this overall level of need has been agreed the panel will decide whether it:

- 1) Can be dealt with using the usual arrangements available within a mainstream setting
- 2 Requires additional short-term resources/support. (N.B. any longer term implications would need to be addressed through existing school and Local Authority Procedures)
- 3) Is so great that it is not safe and/or reasonable for the pupil to be admitted into a mainstream setting. Alternative arrangements would be proposed with clarification of what would need to change for the pupil to be reconsidered for a mainstream placement . (N.B. the longer term implications of such a decision would need to be considered)

Primary Fair Access Panel - Pre-Risk Assessment

Name of young person:

Year group:

Current/previous schools:

Identification of risk	Evidence	
Description of foreseeable risk		
Is the risk potential or actual <i>(e.g child may have threatened to do something)</i>		
Who is affected by the risk <i>(e.g the child, other young people, staff etc)</i>		
Assessment of risk	Evidence	
In which situations does the risk usually occur and which does it not occur		
How likely is it that the risk will arise		
If the risk occurs who is likely to be injured / hurt		
What kind of injuries or harm are likely to occur		
How serious are the potential outcomes		
Risk reductions interventions tried	Description	Outcome
Proactive interventions to prevent risk		
Early/ Immediate interventions to manage risk		
Reactive interventions to respond to adverse outcomes		

Completed by:

Designation:

Date:

Pupil Placement - Risk Assessment

Name: Date of birth:

Current school:

Proposed Placement:

Rate-severity/consequences	Rate - Likelihood
Extremely harmful = death, major injury, major damage or loss to property or equipment	Highly likely = extremely or highly likely to occur
Harmful = over 3 day injury, damage to property or equipment	Likely-frequent, often or likely to occur
Slightly harmful = minor injury, minor damage to property or equipment	Unlikely = slight chance of occurring

Risk A Rating Chart			
	Extremely harmful	Harmful	Slightly harmful
Highly likely	Unacceptable	High	Medium
Likely	High	Medium	Low
Unlikely	Medium	Low	Trivial

Potential risk -

Potential risk -

Example of completed Referral form

Referral Form



Referral to: Primary Fair Access Panel
Joanna McDonald
joannamcdonald@gateshead.gov.uk

FAP category:

Details of Child

Name: **Date of Birth:**

UPN: **Year Group:**

Gender: Male Female **Ethnicity:**

Current School:

School Address:

Post Code:

Telephone No.: **Mobile No.:**

Email:

Details of Parent/Carers with Parental Responsibility

Name: **Name:**

Address: **Address:**

Postcode: **Postcode:**

Contact Telephone No.: **Contact Telephone No.:**

Relationship to Child: **Relationship to Child:**

Parent/carer permission given? Yes No **LAC Status?** Yes No

Statement of Special educational Needs? Yes No

Child Protection Plan/Child in Need? Yes No

Parent/Carer Preference of School:

1.

2.

3.

Example of completed Referral form *continued*

Details of Referral

What has led to this child being referred?

Liam is currently a year 4 child. His behaviour began to deteriorate towards the end of year 3 when Liam was involved in a fight outside school with another pupil. Liam fell out with the group of young people he was previously friendly with and has since felt the need to assert himself both verbally and physically at school. Liam has been verbally abusive to staff and other pupils and constantly disrupts lessons. There have been several fights at school and outside school, between the same group of pupils and last week Liam was threatened by another pupil and has not returned to school since. Liam has been a PSP which has been reviewed twice and has the inschool support from a learning mentor. he has had 3 exclusions from school.

How would the change of educational provision benefit the child?

Relationships have broken down between Liam and other pupils at school. Previous to the incident in year 3 Liam settled well at school. He is an able young person and is a talented sports person, who has played football and cricket for the school. He has expressed a desire to change schools so he is removed from other pupils who get him into trouble. I feel that a fresh start would allow him to make the most of his primary education.

Previous Schools

Primary	From	To

Documentation

Please attach copies of the following:

PSP Attainment record Attendance record Exclusion record IEP CAF

Any additional support/strategies provided in school with outcomes:

(TA, LM, Support Workers)

Strategy

PSP implemented March 09 reviewed May 09.
Teaching Assistant - Liam was in a small group support session 3 times a week during break. The TH was available to speak to Liam throughout the day.

Outcomes

Little evidence of any improvement in behaviour. Liam built up a good relationship with the teaching Assistant. If Liam was upset or angry the LM was able to calm Liam down. Liam usually worked independently and completed his work.

External Agency Involvement and Key Worker (including CAMHS etc.)

Agency

YPS
Amber

Key Worker

Pat Humble
Gavin Bramble

Example of completed Referral form *continued*

Family and Environmental Factors

Family history, functioning and wellbeing, wider-family, housing, employment and financial considerations, social and community elements and resources, including education.

Strengths

Liam is fit and healthy and continues to be involved in sport both at school and outside school.

Liam is an able pupil and could schieve well.

Mum is supportive of school and will attend review meeting.

Liam has other support in his local area including his Dad and Nana.

Needs

Liam's home area can have a negative influence on his behaviour.

Liam shares a room with his younger brother. This causes many arguments and Liam sometimes goes to stay with his Dad.

Mum is currently out of work and is worried about having to buy a new uniform and transport to a new school.

Child's Views of Referral

Does this capture your views and give a way forward?

Liam felt that a new start at school might help him make some better friends. He wants to get a job when he leaves school and knows he has to work harder.

Parent and Carer's Views of the Referral

Does this capture your views and give a way forward?

Mum thinks this would be the best thing for Liam. She felt that he was never in trouble before the other lads started piucking on him.

Person Making Referral

Name:

Address:

Saltwell Road South
Low Fell
Gateshead

Post Code:

NE9 6LE

Designation:

Organisation:

Telephone No.:

01207 545 545

Email:

jsaddler@gateshead.gov.uk

Authorised by:

Date:

16 / 06 / 2013

Primary Fair Access Support

Information for parents and carers



Why have you been given this leaflet?

Gateshead schools have a shared commitment to promote education and social inclusion. One way of doing this is through the Primary Fair Access Panel.

Your child has been referred to the Primary Fair Access Panel. This might have been for one of many reasons. These include:

- Being long term out of education
- A history of challenging behaviour
- Events which indicate that a fresh start would be better for your child
- At risk of exclusion
- Permanent exclusion
- ...and others.

Your child's school or a member of the Behaviour and Attendance Improvement Team should have discussed the referral with you.

Who is on the Primary Fair Access Panel?

The Panel is made up of Local Authority officers from Behaviour and Attendance Improvement Team, Education Psychology Service, Behaviour Support Services, Head Teachers and Deputy Head Teachers and other services.

What happens in the Fair Access process?

You will be contacted by a member of the Behaviour and Attendance Improvement Team who will explain what is happening before the panel meeting.

- A Referral Form explaining all the circumstances is sent by the school to the panel. You will be given an opportunity to contribute your views.
- The panel discusses the case and decides the best place for your child.
- Sometimes the panel decides the referral isn't best helped by the panel - in that case school will discuss options open to you.
- This decision depends on many things including location, and the reasons leading up to the transfer.

What happens next?

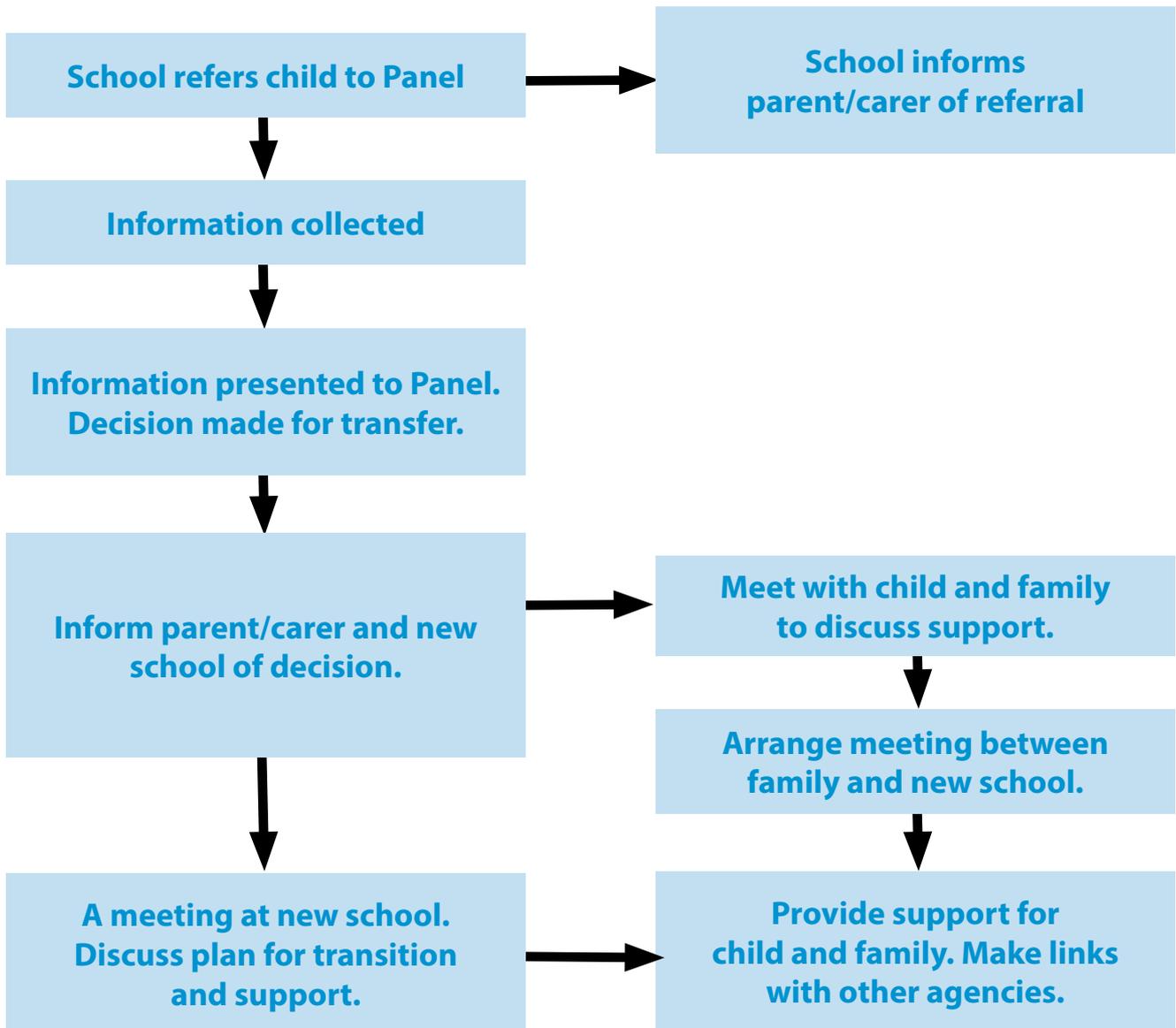
Once the decision is made by the Panel, you will be contacted. Members of this team will work with you, your child, the new school and other agencies, to help your child get settled in to the new school.

A smooth and speedy transition will help your child's education.

For further information

Joanna McDonald, tel: 0191 433 8758

Primary Fair Access Support Procedure



Your Support Worker is: _____

Telephone number: _____

Information recording and sharing

The Team will record and store information relating to your child. This will be used to help provide the best possible service for your child and will only be shared with relevant agencies. You can have access to this information if required.



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