

Fair Access Protocol for Secondary Schools

Revised September 2008: Portsmouth City Council (PCC)

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Portsmouth City Council (PCC) Fair Access Protocol (FAP) for Secondary Schools - Revised September 2008

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Section 1. Introduction

1. This document sets out Portsmouth City Council's arrangements for securing a school place for all children and young people who, for whatever reason, are considered to be 'Hard to Place'.
2. This 'Fair Access' Protocol (FAP) succeeds previous protocols and is the result of consultation and discussion with secondary head teachers, governors, Local Authority Officers and the Admissions Forum.
3. The government's five-year strategy identifies that all Local Authorities should have such a protocol, so that schools work together to ensure that children without a school place are admitted to suitable schools as quickly as possible. Government documentation emphasises the importance of openness and fairness in all pupil admissions, but especially in cases where pupils may be considered 'Hard to Place' through previous exclusion or risk of exclusion from school.
4. Portsmouth's existing FA protocol has been in place for more than two years and at the time of its implementation (January 2006) there was an agreement between the Authority and its schools that it would be kept under review.

Section 2. Principles

1. This Protocol applies to all Portsmouth secondary schools.
2. This Protocol requires schools to admit pupils above their Published Admission Number (PAN) and ahead of pupils on their waiting list.
3. The distribution of pupils across schools under the Protocol shall be fair, with due consideration given to the circumstances of the school, year group and the individual.
4. The Inclusion Support Panel (ISP) shall make the decisions about placement in an open and transparent way, involving representatives from schools.
5. A pupil transferring under the Protocol will have a trial period of 6 weeks from the date of planned admission.
6. The outcome of this trial period shall be reported to ISP. The pupil remains the responsibility of the receiving school but if period has been unsuccessful ISP will review the case.
7. Pupils to be admitted under the Protocol will have arrangements put in place quickly and to an agreed timescale.
8. AWPU funding shall follow the pupil upon transfer on a pro-rate basis.

Section 3. Procedures

1. The arrangements for considering whether a pupil is categorized as 'Hard to Place'; the decision making to identify a suitable school; and, admission processes and procedures under the protocol, are shown in the flowchart at Appendix A
2. The Inclusion Support Panel will meet fortnightly and consider any pupils referred to it. There will be 4 or 5 school representatives on the panel – please see the ISP manual for further details.
3. A reintegration officer will be notified of the pupils and the school to which they are assigned by the ISP. They will then be asked to help facilitate transfer.
4. Schools will have nominated members of staff who will organise, collate and comment on information sent or made available to them.
5. In order to ensure fairness, consistent data and information is required in all cases for pupils being referred within the protocol. Schools should use their best endeavours to complete the information on time. If schools are unable to complete the data within the specified time limits it could lead to inappropriate decision making by ISP.
6. The Local Authority Exclusions and Reintegration Officer will oversee the administrative arrangements and maintain records of agreed actions.

Section 4. Definition of 'Hard to Place' pupils

ISP shall consider all the evidence presented to determine whether a pupil is hard to place.

A pupil generally should be considered hard to place if their behaviour or circumstances have caused undue concern and admission to school would require arrangements over and above those already made.

1. Children who have been permanently excluded from school and who are ready for mainstream provision
2. Children attending a Pupil Referral Unit who need to be reintegrated back into mainstream education
3. Children withdrawn from school by their family, following a fixed-term exclusion and are unable to find another school place.
4. Children at serious risk of permanent exclusion and where all parties agree that the relationship between the school and those with responsibility for the child has broken down.
5. Looked After Children (LAC).
6. Children of refugees and asylum seekers not in accommodation centres.
7. Children for whom a place has not been sought.
8. Children whose parents have been unable to find them a place after moving to the area, because of a shortage of places across the city.
9. Children who have been out of education for longer than a term.

This is not necessary a fully comprehensive list of all the circumstances where a pupil may be considered 'Hard to Place'. The Inclusion Support Panel, on seeing and hearing all the evidence, will in the first instance, agree whether a pupil should be placed in the category of 'Hard to Place'. Equally, a pupil who falls into one of these categories may not necessarily be 'Hard to Place'.

Section 5. Funding

Funding shall follow pupils and therefore be transferred between schools. This will be funded from the pupil's start date on a pro-rata basis.

1. All pupil movements will be made known to the Harbour School's Multi-Agency Behaviour Support Service (MABSS).
2. It is important to note that:
 - the vast majority of FA protocol placements relate to pupils moving in and between Portsmouth Schools.
 - the pupil import / export database (Appendix C) now held by the Local Authority, and carefully considered before any decision is made by the Inclusion Support Panel, ensures the fairness of 'Hard to Place' pupil movements and therefore, as much as possible, the fairness of funding.
3. With the exception of Local Authority staffing related resource, Portsmouth City Council has delegated the total funding for 'Hard to Place' pupils and for 'Young People with Social, Emotional and Behaviour Difficulties' out to schools.

Section 6. Monitoring

1. The Local Authority Exclusions and Reintegration Officer will maintain records and present these, where relevant as contextual data, at the Inclusion Support Panel. Head teachers, Governors and the Admissions Forum will receive a termly update and an annual report on the outcomes and impact of the Protocol.
2. Monitoring data, in respect of the number of pupils joining or leaving individual schools under the protocol (import / export data) can be found attached as Appendix C. This data is used to:
 - monitor the total impact of the FA protocol
 - facilitate accurate reporting
 - provide up-to-date information to the Inclusion Support Panel
 - ensure fairness and in terms of FA pupil placements across all Portsmouth secondary schools.

The spreadsheet (Appendix C) is up-dated continuously by the Exclusions and Reintegration Team in order to provide an accurate snap-shot at any moment in time.

3. To provide a further level of protection to Portsmouth secondary schools, data is also held relating to the needs / challenges of specific year groups within all schools. Individual schools are asked to rank their five year groups “1 – 5” with “1” being the most challenging group. Schools can also identify those same year groups as being red / amber / green to identify the level of fragility of each year group, with red as the most fragile. An example of this data recording system which is: held by the Exclusions and Reintegration Officer; up-dated on a termly basis; and, presented to the Inclusion Support Panel before any individual pupil placement decision is reached, can be found also in Appendix C.
4. A report will be sent each term and annually to the Admissions Forum.

Section 7. Review

1. This protocol will be formally reviewed annually with all head teachers.
2. In the coming months the Children, Families and Learning Directorate will place considerable emphasis on the further development of electronic FA data / information transfer between schools and the Local Authority.

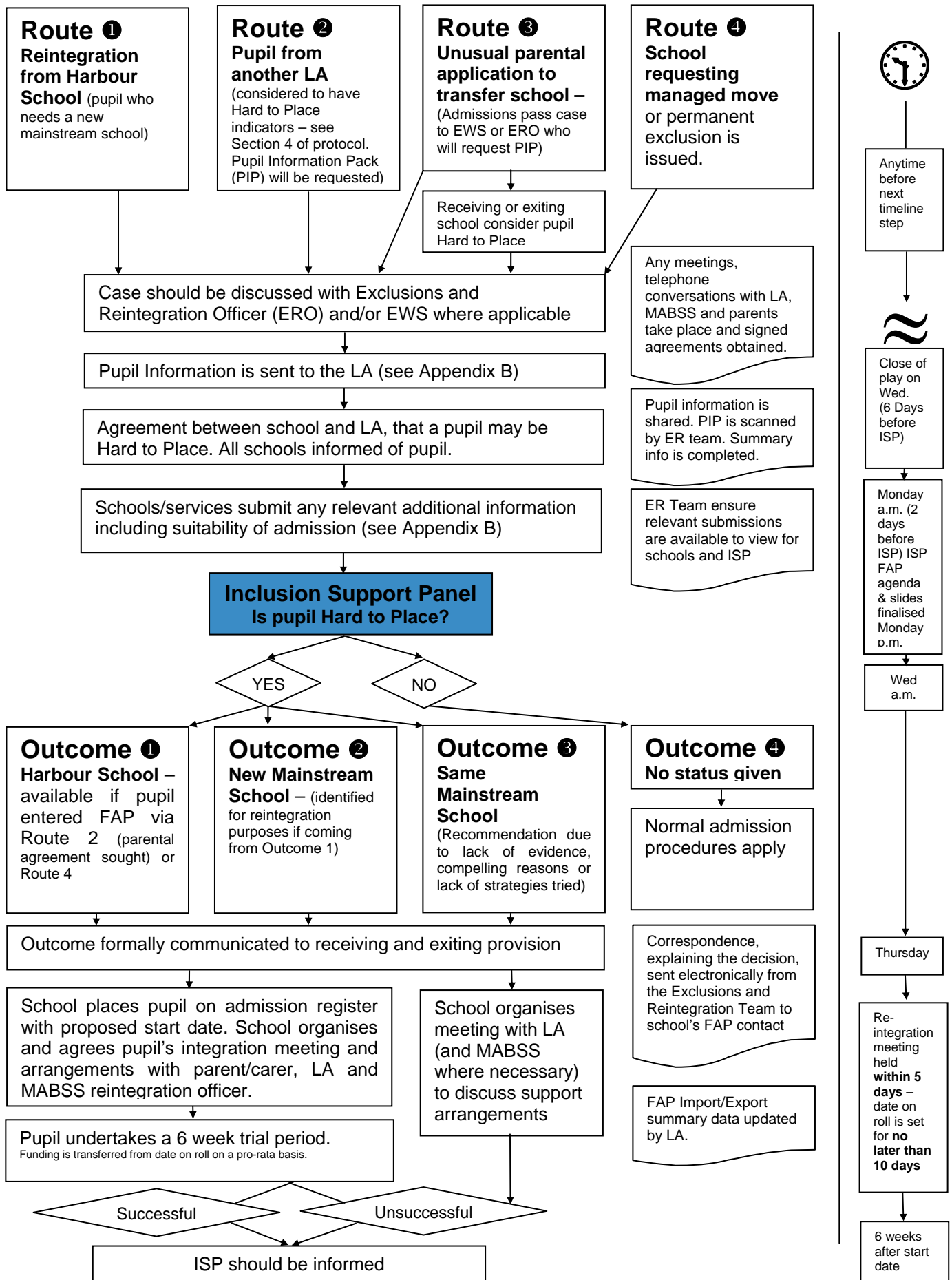
Section 8. Glossary

Below are identified a number of acronyms used throughout the 'Fair Access' documentation, plus the full version of each title or service. If you require further information or clarification, please do not hesitate to contact a member of the Children, Families and Learning Directorate; contact details can be found at the top of the letter accompanying this consultation document.

AWPU	Age Weighted Pupil Unit
ER(O)	Exclusions and Reintegration Officer
ER(T)	Exclusions and Reintegration (Team)
EWS	Education Welfare Service
HTP(P)	Hard to Place (Pupil)
ISP	Inclusion Support Panel
FA(P)	Fair Access (Protocol)
LA	Local Authority
LAC	Looked After Children
MABS(S)	Multi Agency Behaviour Support (Service)
PAN	Published Admission Number
PIP	Pupil Information Pack
PRU	Pupil Referral Unit
SEN	Special Educational Needs

Appendix A

Fair Access Protocol (FAP) Hard to Place (HTP) Pupils' Flowchart



Appendix B

Fair Access information requirements

A) Pupil

Information required about the pupil from the school currently attended

In order to ensure fairness the following information is required in all cases for a **pupil** being referred within the In Year Fair Access (FA) protocol. In cases where information is not made available, schools will be contacted and, once the required information has been provided, the pupil will be placed on the next available ISP agenda.

- Basic details of Pupil
 - Name
 - Contact Details
 - Date of Birth
 - SEN Stage
- Rating on Qualifications and Curriculum Authority scales for:
 - Learning behaviour
 - Social behaviour
 - Emotional behaviour
- A complete behaviour log for the present and the last academic year
- An attendance printout for the present and the last academic year
- The most recent academic reports (all subjects)
- A risk assessment and risk management plan
 - If the pupil does not already have a plan in place please complete the assessment on pages 6, 9 and 10 of the Risk Assessment form
- End of Key Stage judgement for Personal, Social and Health Education
- Current teacher assessments, above and beyond the academic reports referred to above (at least for the 3 core subjects)

Copies of any:

- Pastoral Support Plans
- Individual Education Plans
- Individual Behaviour Plans

- Outside agency reports or plans
- SEN statement, Note in Lieu, reports from a Local Authority SEN department or from others who have worked with the pupil outside of scheduled lessons
- Pupil preference: there should be a clear indication if the pupil has stated a preference to attend a particular school and to why he / she wants to attend but also where there are schools which are suggested as unsuitable.
- Parental / Carer preference: there should be a clear indication of the school a parent / carer wishes their child to attend and why they want them to attend it but also where there are schools which are suggested as unsuitable.
- Information about any out of school sports and interests

The above information will need to be summarised for presentation at ISP

B) School

Information required about the school currently attended

It will only be necessary to complete this information once. The Local Authority will collate the following information from each school and request updates on a termly basis. It will assist ISP in trying to determine the best possible future placement for the pupil.

- Length of the (usual) school period
- Length of the school day, including start and finish times
- Sport and other outside activities available.
- GCSE Subjects available, indicating the exam boards.
- Specialist Status of the school / college
- Distance from other schools within Portsmouth.
- Number of pupil with High Incidence Statements
- Number of Looked after Children
- Number of Pupils dual registered with the Harbour school
- % of Hard to Place pupils in each year group and the whole school.
- The number of:
 - permanent exclusions
 - fixed-period exclusions

within the school during the past academic year.

- Year group RAG ratings
 - Red** – It would be extraordinarily difficult to admit a hard to place pupil to this year group and to do so would pose a serious health and safety risk affecting other pupils. “Don’t propose an HTP for this year group”

Amber – There are some concerns within this year group and it is seen as “challenge” within the school. “Try to avoid admission of a HTP”

Green – This year is an average year group.

Should it be necessary to mark a year group as red please provide the reasoning for this in order to aid the panel in its decision-making. It would be likely that marking a year group as red would result in more pupils being placed in other year groups, in order to balance the fair access across all schools.

- Year group Fragility/Difficulty ratings
Schools are asked to rate their year groups from 1 – 5 in terms of difficulty/fragility with 1 representing the most difficult.
- *Rating a year group a 1 would not necessarily mean that it was Red in the RAG ratings. Equally rating a group 5 would not necessarily mean that it was a Green in the RAG ratings.*

C) School responses to proposed FA pupils

Prior to each meeting of the Inclusion Support Panel (ISP) information relating to pupils appearing on the next agenda will be made available electronically to all secondary schools in Portsmouth. *The information will be posted by close of play on the Thursday preceding a secondary ISP.* Schools then have the opportunity to comment on potential pupil placements *by the following Monday morning* which will be two days before ISP. This will reduce the time-scales for placements and remove unnecessary bureaucracy.

- On examining all available pupil data / information on the agenda prior to an ISP, schools are asked to consider and then identify whether:
 - a particular pupil has attended their school previously, potentially, even under a different name
 - relationships between the school and the pupil / family in question have presented difficulties in the past
 - there have been any negative contacts between the pupil, or his/her siblings (or step-siblings) and other members of their school community

It will not be necessary to identify particular pressures on year groups or the numbers of recent or ongoing IYFA placements, as the ISP is provided with all such relevant data / information (Please see Appendices C and D).

Appendix C

Year 7	FAP admissions from Sept 08	FAP pupils awaiting admission	FAP pupils @ Harbour but assigned to school for reintegration	FAP admissions 07/08	% HTP in NCY*	FAP out 08/09	FAP out 07/08	Pupils @ Harbour		PXs 08/09	High Incidence Statements	LAC	Published Admission Number (+/-)	Year group Ranking & RAG	Whole School				
								Medical	Behavioural						FAP adm. 08/09	FAP adm. 07/08	% HTP*	FAP out 08/09	FAP out 07/08
ALNS	0	0	0	0	0.00	0	0	1	0	0	2	0	1	5	0	5	0.80	0	2
CPBS	0	0	0	0	0.00	0	0	0	0	0	0	0	-87	3	0	6	2.06	0	5
CPGS	0	0	0	0	0.00	0	0	0	0	0	0	1	0	4	0	5	0.90	0	4
KR	0	0	0	0	0.00	0	0	0	0	0	2	0	-51	0	0	5	0.77	0	1
Mayfield	0	0	0	0	0.00	0	0	1	0	0	5	0	0	0	0	4	0.76	0	9
MX	0	0	0	0	0.00	0	0	0	0	0	2	0	-12	5	0	7	1.01	0	7
Priory	0	0	0	0	0.00	0	0	0	0	0	3	1	0	5	0	9	0.96	0	7
Springfield	0	0	0	0	0.00	0	0	0	0	0	0	0	3	3	0	3	0.45	0	1
St Ed's	0	0	0	0	0.00	0	0	0	0	0	0	0	-6	0	0	4	0.74	0	3
St Luke's	0	0	0	0	0.00	0	0	0	0	0	2	2	-107	5	0	5	1.76	0	6
Harbour			0					2	0				Total in Year Group**		8	Total in School**		220	221***
*Current & Previous 2 academic years													Since Sept 08	No. of failed Trials		Since Sept 08	No. of pupils not admitted within 10 days	No. of days over 10	
**Includes single registered pupils													ALNS	0		ALNS	0	0	
													CPBS	0		CPBS	0	0	
													CPGS	0		CPGS	0	0	
													KR	0		KR	0	0	
													Mayfield	0		Mayfield	0	0	
													MX	0		MX	0	0	
													Priory	0		Priory	0	0	
***Includes single registered pupils NCYS-11													Springfield	0		Springfield	0	0	
													St Ed's	0		St Ed's	0	0	
													St Luke's	0		St Luke's	0	0	