



Derby City Council

**SECONDARY FAIR ACCESS AGREEMENT
2021-2022**



DERBY CITY COUNCIL SECONDARY FAIR ACCESS AGREEMENT

Incorporating

- **Secondary Admissions Managed Moves**
- **Secondary Supported Placements**
- **Secondary Behaviour Strategy**
- **Arrangements for managing secondary exclusions**

INTRODUCTION

In accordance with the requirements of the School Admissions Code of Practice and Department for Education (DfE) Guidance, the Local Authority (LA) has adopted a Fair Access Protocol for all schools to deal with 'in-year' admissions (i.e. a pupil admission that takes place outside the normal Reception, Y3 and Year 7 admission rounds), as well as the admission of vulnerable children and hard to place pupils.

All schools including Free Schools and Academies **must** participate in their local authority's Fair Access Protocols (the protocol) in order to ensure that children who live within the relevant area, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. This includes admitting children to Schools and Academies that have reached or exceeded their Published Admission Limit.

The protocol does **not** cover applications on behalf of children for whom in-year admissions are a straightforward process and normal admission arrangements apply.

The protocol recognises that there is a need for children to be admitted to school quickly in order to minimise their risk of underachievement. However, it also seeks to find a balance between the need to ensure that pupils are placed quickly and the need to properly plan for the admission of difficult to place pupils, ensuring that each school takes its fair share of pupils.

The protocol describes the circumstances in which it will be applied and sets out how decisions about admissions of vulnerable and/or difficult to place pupils, outside of the normal admissions round, will be agreed. It will also be used to protect schools from admitting a disproportionate number of vulnerable pupils.

Children with Education, Health & Care Plans (EHCPs) are not covered by this protocol as the procedures for the admission of these children are governed by the Children and Families Act 2014 and its accompanying Code of Practice on the identification and assessment of Special Educational Needs and Disability (2015).

The Secondary Fair Access Panel (SFAP) provides governance for, and monitoring of the process and the Secondary Placement Panel (SPP) will ensure that this is delivered efficiently.



PRINCIPLES ADOPTED FOR THE PROTOCOL

These are agreed as follows:

- In the best interests of the child, **all schools** in Derby City agree to share a collective responsibility with the LA to ensure admission to a suitable school or alternative provision as quickly as possible.
- The LA and its schools **will work collaboratively** and **share information transparently**, taking into account the needs of the child and those of the school.
- **All Schools and their leaders** are committed to acting with integrity in their application of the protocol to ensure honesty, transparency and fairness.
- **Accurate placement data** will be used by the SPP to try, wherever possible, to avoid a school receiving an imbalance of in-year or group allocations and to achieve best outcomes for all pupils.
- **Every effort will be made** to ensure schools will not be asked to admit an excessive or unreasonable number of pupils excluded from other schools.
- The protocol will be supported by **clear and transparent governance and funding arrangements**. See Appendix 1 & 2
- Schools cannot cite oversubscription as reason for not admitting under the protocol
- **Vulnerable pupils** will be given **priority** for admissions over others on a waiting list or awaiting an appeal.
- Schools **must respond immediately** to requests for admission. Schools **are unable to appeal** against the decision prior to admitting a child under the protocol.
- **Alternative provision** may not be appropriate for Looked after Children; in such cases a suitable mainstream school place should be identified quickly.
- There is **no duty to comply with parental preference** when allocating places via the protocol however, it is expected **the wishes of the parents and student** are taken into account. The protocol **must not be** used as a means to circumvent the normal in-year admissions process.
- A parent can apply for a place **as an in-year admission at any point** and is entitled to an appeal when a place is not offered.
- Wherever possible, pupils with religious affiliations will be matched to a suitable school – but this will not override the decision of the Panel if the school is unable to take the pupil or if the pupil identified for the school does not have that affiliation.
- **All Secondary Heads** will support and contribute to the protocol through attendance at either the SPP or SFAP on a rota basis.
- Where due process has been followed in accordance with the guidance, the LA will seek a direction from the Secretary of State if an academy school refuses to admit a pupil under the protocol.

In the event that the majority of schools in the LA can no longer support the principles and approach of the protocol, all head teachers should initiate a review with the LA. This existing Protocol however remains binding on all schools up until the point at which a revised protocol is adopted.

REFUSAL TO ADMIT OR COMPLY WITH THE PROTOCOL

The SPP will record and report on a school's refusal to admit a pupil referred through the protocol, or where schools may not be operating within the requirements of any aspect of the protocol. For example, providing misleading information to the panel about the needs of the pupil, or making inappropriate referrals.



Where it is considered that a school may have deliberately provided misleading information, SPP will implement the actions outlined in the 'Ladder of Consequences' in order to resolve the situation as swiftly as possible. – see Appendix 1

The SPP and/or SFAP reserve the right to instruct the Local Authority to exercise its power to direct the admission authority for any maintained school in its area to admit a child even when the school is full.

Where they consider that an Academy will best meet the needs of an individual pupil and the Academy disagrees, SPP and/or SFAP can request the local authority to ask the Secretary of State to intervene. The Secretary of State has the power under an Academy's Funding Agreement to direct the Academy to admit a child.

THE SECONDARY FAIR ACCESS PANEL (SFAP)

The role of the SFAP is to:

- Provide governance for the protocol and receive reports from the Secondary Placement Panel and data relating to the process as required, including information relating to
 - Permanent and fixed term exclusions
 - Y6/7 transition and Y10 transition into UTC
 - Behaviour Strategy, including Fresh Start and Fresh Start PLUS placements
 - Elective Home Education (EHE)
 - Pupils on reduced timetables
 - Pupils 'Without a School Place' (WASP)
 - Hospital medical provision
- Consider any requests from schools for protection over Fair Access admissions on a case by case basis
- Ensure transparency and to provide a regular overview of all requests, moves and placements
- Monitor and report on funding and spending related to the process
- Consider any general or specific issues or areas of practice that may compromise the effective operation of the protocol and decide on relevant actions, with reference to 'the ladder of consequences. See Appendix 1
- Consider wider issues related to behaviour, attendance and Alternative Provision which may require a strategic response

The SFAP will meet for a summary meeting each term. The Panel will consist of:

- ❖ Chair of Panel (agreed by LA and Heads group)
- ❖ 8 Secondary Headteacher representatives, the Head Teacher from the KS3/4 PRU and the Principal from Derby Pride Academy
- ❖ Nominated representative from the Early Help team
- ❖ Representatives from the LA, including IYFA, Admissions, Education Welfare Service and SEN.
- ❖ Designated Clinical Officer or their representative



- ❖ Specialist Education Welfare Officer (SEWO) linked to the process
- ❖ Clerk to SFAP

Information for the Fair Access meeting will be circulated at least five working days in advance of the meeting.

Accurate data on current allocations will be shared at each meeting of the SFAP

THE SECONDARY PLACEMENT PANEL (SPP)

As part of its agenda the SPP will consider all aspects of each referral on behalf of the SFAP and determine whether a pupil is eligible for placement, based upon information and evidence received from the referring body. If the pupil is eligible, the SPP will apply the agreed principles to ensure suitable educational provision is secured, thus avoiding undue delay in meeting the statutory requirements.

Where a school has been nominated, arrangements must be made to ensure the pupil is placed on the school's roll within **10 working days** of the nomination (receipt of email from IYFA). This is in line with the School Admissions Code 2021, which states that children referred to the FAP should be allocated a school place within 20 school days. This timescale factors in the SPP scheduled meeting dates. Outcomes of each referral, including the number of working days to admission will be reported to the SFAP at the termly meetings and in the annual report.

Should it be determined that a pupil **does not** meet the eligibility criteria, then any parental preference application pending will be processed as a normal admission.

The SPP will meet at least every 3 weeks during term time and will be made up as follows:

- Chair of Panel agreed by LA and Heads group
- 3 Secondary Head Teacher Reps* (attending for up to one term on a rolling programme providing both continuity for the panel but also opportunity for the majority of heads to be involved and share the workload of SPP and SFAP)
- Head Teacher – The Kingsmead School*
- Principal - Derby Pride Academy*
- Representative/s from LA Admissions Team
- Youth Offending Service Education Officer
- Virtual Head Teacher for LAC (or representative) – as required
- Other representatives from School Organisation and Planning - SEND team and New Communities Achievement Team Manager or representative – as required
- Representative from Early Help Services.
- Exclusions Advisory Officer or equivalent.
- Specialist EWO for IYFA process
- Clerk to SPP

* Alternative Senior Leadership Team (SLT) representative may occasionally be substituted by agreement

The clerk to the panel will be the main point of communication for the SPP and all referrals will be sent to the clerk at IYFA@derby.gov.uk



The panel will also:

- maintain an overview of direct referrals to Alternative Provision at J16 / Kingsmead, DPA, and other providers
- consider any referrals for support for pupils 'unable to attend school for medical reasons' where there is any lack of clarity re the referral, or the referral has been refused at Kingsmead Panel
- monitor secondary long (5 or more day) fixed-term and permanent exclusions
- review transition arrangements for vulnerable Y6 pupils in liaison with Primary Placement Panel in the summer term, and maintain an overview of these pupils in the autumn term of Y7

The business of the SPP, including all elements of its work, will be monitored through the Secondary Fair Access Panel each term and all the necessary information including details of any financial arrangements will be presented and shared to maintain transparency.

Revised July 2021



FAP: ADMISSIONS MANAGED MOVE PUPILS

Purpose

To offer protection linked to an admission request for an individual child.

In some cases the School Admissions team may use the Admissions Concerns Flowchart to intervene and request that SPP consider an Admissions Managed Move where an in-year admission request has been made and the receiving school has places in order to offer protection to the receiving school.

If the receiving school have concerns around an in-year admission request they have received, they are able to refer the request back, before admitting the pupil, to the School Admissions team for consideration under SPP.

Exceptions

- Pupils with an Education, Health and Care Plan, and pupils going through the assessment process
- Where there is professional evidence that a pupil is at risk of / involved in criminal behaviour within the local neighbourhood and the family have moved away to a different part of the city for a fresh start
- If there are significant evidenced safeguarding concerns

General Principles

- If a 'Looked After Child' (LAC) is being considered for an Admissions Managed Move, this should be discussed in the first instance with the social worker and the Virtual School Head Teacher for Children in Care.
- If a pupil is undergoing Statutory Assessment an Admissions Managed Move should not be considered until this assessment is completed. Information collated as part of such an assessment should be presented along with any future referral.
- Once a pupil is involved in the Admissions Managed Move process a parent should be advised to not make an application to another school until the process is completed. Should the application be deemed not eligible by SPP, then at this point normal admissions procedures must apply, and parent/carer can make applications to other schools.
- Any application to other schools made within 12 months of an Admissions Managed Move being signed off would be assessed on a case-by-case basis by SPP in consultation with the Head and the Admissions Manager. Any decision and the reasons for this decision should be clearly recorded and communicated to the parent/carer as soon as possible.
- An application to the originating school will not be considered at any time following the Admissions Managed Moves process.

SCHOOLS & SCHOOL LEADERS MUST NOT

- use the threat of a permanent exclusion to coerce parents into agreeing to an Admissions Managed Move,
- encourage children with behaviour or attendance problems to transfer to another school if there is no reasonable assumption that a change of school will have a positive impact,



- encourage parents to move their child from the school roll to Electively Home Educate

Where SPP considers that a school may be acting against the principles of the protocol then the 'Ladder of Consequences' will be implemented – see Appendix 1

Admissions Managed Moves – The Process

- In recognition of the challenges an Admissions Managed Move can present, placements will be considered and allocated equitably by the Secondary Placement Panel.
- On receipt of in-year admission requests, the School Admissions team will assess the application and may request suitability from current/previous school, if suitability is agreed the School Admissions team will request paperwork from current or previous school.
- An Admissions Managed Move can only take place with parental consent. Parental consent will be obtained by a member of the School Admissions team or the SEWO, who is part of the IYFA team.
- On receipt of completed paperwork the School Admissions team will refer the application to SPP where the application will be tracked through both SPP and on occasions, SFAP.
- The IYFA Team will collect as much information as possible from the original school and other multi agency teams, to present at SPP.
- The receiving school and the Specialist EWO arrange an induction meeting with relevant personnel, pupil and parents/carers to plan the integration. A school leader from the original school should also attend this meeting to ensure expectations are clearly communicated and to determine the support the pupil will need to be successful.
- Where attendance has been an issue at the previous school, fast track prosecution process should be discussed with the Education Welfare Service and be carefully monitored. Other measures, such as parenting contracts, may also be considered.
- Regular reviews will be held during the first 12 weeks of the Admissions Managed Move and the SEWO will be invited to attend all such meetings. These meetings provide the opportunity to review the support required for the pupil to be successful. A review form should be completed and sent to IYFA@derby.gov.uk
- Where a school placement becomes at risk of breakdown the SEWO must be informed immediately and there should be consultation with the previous school. It is recommended that the Head Teacher or SLT representative of both schools involved meet with the pupil and parent to explain that the expectations from all schools are the same and to discuss how the placement can be further supported to be successful.
- During the first 12 weeks of the placement or until the placement is confirmed by SPP the pupil will be dual registered at both schools. SPP or the SEWO will determine the point at which a child may be removed from a school roll.



- If the placement breaks down within the first 12 weeks the pupil will normally return to the referring school. However, SPP will review each case on an individual basis, signposting to appropriate support, and discussing the most appropriate next steps. In some cases a further school may be considered.
- In all cases of placement breakdown a Placement Breakdown Form must be completed by the receiving school, supported by the SEWO, providing information about steps and strategies that had been put in place to try to maintain the placement.
- Following a successful Admissions Managed Move, the original school will complete a final Review Form and will transfer the AWPU and PP balance to the receiving school. This is led and managed by the two schools.
- Agreement to transfer any additional funding to support a more challenging pupil in the new school will be confirmed by the FAP dependant on successful review meetings.
- Once the placement has been finalised through the review process, then if during the first twelve months following an Admissions Managed Move a pupil is identified as being at risk of permanent exclusion then the school should ensure that the SEWO is informed and that the pupil is discussed at the next SPP. SPP will review each case on an individual basis signposting to appropriate support and discussing the most appropriate next steps. The panel may feel it is appropriate to allocate funding to support the placement from the central fund.
- If a school accepts an Admissions Managed Move and then permanently excludes the pupil once the review period has expired and funding has been released, then any additional funding agreed will not be withdrawn. At this point the school will follow the normal exclusions process.
- Normal transport rules will apply, and where the pupil is entitled to free transport, a bus pass will be provided, with the receiving school funding the first 12 months and the LA funding the remainder of the pupil's compulsory education.



FAP: SECONDARY SUPPORTED PLACEMENTS

Purpose

The SFAP provides a mechanism for allocating a school place to pupils who are not on a school roll and who are considered vulnerable or difficult to place through normal admissions procedures and for whom it is agreed would benefit from a supported placement.

This is also the mechanism through which previously permanently excluded (PX) pupils who are considered ready for reintegration from Kingsmead or DPA, or who are considered by SPP to be suitable for a quick turnaround will be returned to a mainstream placement.

WHO MAY BE CONSIDERED UNDER THE DERBY CITY FAIR ACCESS PROTOCOL

Secondary Fair Access Protocols may only 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:

- 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
- children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol
- children from the criminal justice system
- 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
- children with special educational needs (but without an Education, Health and Care plan), disabilities or medical conditions
- children who are returning from EHE
- children who are carers
- children who are homeless
- children in formal kinship care arrangements
- children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers
- children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol (behaviour can be described as challenging where it would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour or it is of such severity, frequency, or duration that it is beyond the normal range that schools can tolerate. We would expect this behaviour to significantly interfere with the pupil's/other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment).
- children for whom a place has not been sought due to exceptional circumstances highlighted in this protocol
- 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
- previously looked after children for whom the local authority has been unable to promptly secure a school place.



Consideration is also given to all vulnerable and hard to place pupils, which may or may not include:

- Children whose family is subject to emergency housing by the authority or into a recognised refuge,
- Children recognised as having challenging behaviour where it is considered that a change of school is in their best interests,
- Children withdrawn from schools by their family, following fixed term exclusions and unable to find another place,
- Children with unsupportive family backgrounds, where a place has not been sought,

These vulnerable groups are not necessarily difficult to place and to label them as such could be seen as discriminatory. Some however, may have emerging needs and therefore require special consideration for placement where they also fall within one of the other criteria listed.

A pupil with an EHCP (or going through the assessment process) cannot be considered under this protocol.

Schools 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.

Where a receiving school has concerns over the direct admission of a pupil into mainstream they should follow the agreed procedure outlined in the 'Admissions Concerns flowchart'.

Principles

- Supported Placement admissions will be considered and allocated equitably by the SPP.
- Where possible pupils new to the authority will be expected to be placed in mainstream schools, however consideration will be given to whether good quality alternative provision provides a longer-term solution for children who are unable to cope in a mainstream environment.
- KS3 pupils and those in the first term at Year 10 may be placed through this protocol. In later stages of Year 10 and Year 11 pupils will only be considered for placement where SPP agree that they can successfully integrate into the exam programme.
- Exclusion review procedures should be completed before a PX pupil is referred under this protocol.
- Previously excluded pupils will be assessed by their current provider and only be presented to SPP where the pupil could be successful in a mainstream setting. Where a pupil has had more than one PX at secondary phase then SPP will consider if they are appropriate for a return to mainstream.

Secondary Supported Places – The Process

- Referrers will complete a Supported Placement referral form.
- Pupils will be referred by the LA's School Admissions team, Kingsmead School/PRU and Derby Pride Academy or by SPP where a pupil is a PX and identified as being suitable for an immediate return to mainstream. In the case of SPP referrals the excluding school is expected to support the process and provide relevant information to support a swift return to mainstream.



- Admissions and SPP will work together to ensure that as much information as possible is available to provide a clear picture of the child's needs. This may require contact with another LA or out of area school, or to consider records from the point at which the child last attended a Derby City school.
- SPP will carry out an initial assessment of all pupils who come into the authority and are identified as being at risk of permanent exclusion. Where a pupil's needs can be best met by an immediate return to mainstream school then SPP will identify a placement based on the individual needs of the pupil and the current placement data.
- SPP will also consider any further support requirements, including transport; referrals for support from other agencies and any other additional resources considered appropriate.
- Multi-professional assessments and risk assessments will be undertaken when considered necessary. Risk assessments will be undertaken in cases with a history of violent or sexually aggressive behaviour towards pupils or staff.
- Parents may refuse the placement agreed by the panel and retain the right to apply directly to another school. If refused by the school, the parent retains the right to appeal. The Local Authority would defend the school's stance, even if the school had places available. In the event of the appeal being successful, the LA would count this towards the school's target of Supported Placements. A request for funding could then be made retrospectively at the next panel meeting.
- A trial placement may be offered. If successful, this trial could be funded and confirmed retrospectively by the panel.
- All reviews will be attended by parents, the pupil and the SEWO. The school leader will complete a review form and send it to IYFA@derby.gov.uk after the meeting.
- On some occasions schools may request an extension to the 12 week induction period. The request should be made through the review process and the SEWO will bring the request to the next SPP for panel members to decide. Extensions should be for no more than 6 weeks after the 12 week induction period.
- For pupils returning from AP, reintegration will be supported by the referring school and additional support is through the IYFA team.
- In all cases of placement breakdown a Placement Breakdown Form will be completed by the receiving school, supported by the SEWO, providing information about steps and strategies that had been put in place to try to maintain the placement. A second placement may be considered by SPP if appropriate.
- Funding of up to £4,000 per pupil is available for Supported Placement referrals. This will be agreed by the Headteacher / designated representative of the receiving school, SPP and the Specialist EWO who supports the Fair Access Protocol. The funding agreement will be confirmed by the Secondary Fair Access Panel (SFAP) once the pupil has been placed on the school's roll.



- If during the first twelve months following placement a pupil is identified as being at risk of permanent exclusion, then the school should ensure that the SEWO is aware and that the pupil is discussed at the next SPP. SPP will review each case on an individual basis, signposting to appropriate support and discussing the most appropriate next steps. The panel may feel it is appropriate to allocate funding to support the placement from the central fund.
- Even though school may consider that the placement has broken down, only SPP will determine the point at which a child may be removed from a school roll and should remain registered at the identified school until this point.
- If a school accepts a Supported Placement referral and then permanently excludes them once the review period has expired and funding has been released, then any additional funding agreed will not be withdrawn. At this point the school will follow the normal exclusions process.
- Normal transport rules will apply and where the pupil is entitled to free transport, a bus pass will be provided, with the receiving school funding the first 12 months and the LA funding the remainder of the pupil's compulsory education.

Retrospective Supported Placement

On rare occasions a pupil may display unexpectedly challenging behaviour following a move to a new school through normal admissions. In such cases panel may decide that the pupil should be considered as a retrospective Supported Placement, dependent on the agreement of the pupil's parent/carers. In order for SPP to consider a retrospective placement the school making the request must provide written evidence to support the request. Any such request will only be considered within the first 6 weeks/half a term of the pupil being placed on roll at the school. If agreed the Supported Placement will begin from the date agreed by the SPP.

SECONDARY SUPPORTED PLACEMENT FLOWCHART

Admissions identify factors which might suggest normal school admission process may not be in best interests of the child or the receiving school **or**
 Pupil is applying for a school placement from EHE
(Action by Admissions)

Pupil is ready for reintegration from AP **or**
 Identified at the point of PX as appropriate for a fast track return to mainstream by SPP
(Action by AP or SPP)



Pupil may meet 'Supported Placement' Criteria

SPP Clerk to be notified. Information and referral paperwork presented to next SPP meeting

Where it is clear that criteria for supported place is met placement can be progressed outside of the meeting to ensure no delay in a child gaining a school place

SPP considers each case on individual basis

SP Criteria MET

- **Potential** school/schools identified according to SFAP
- SEWO meets with parent/carer and child to confirm understanding of process
- Further information is sought from school and other agencies as required
- Final decision on school placement is made – all parties informed

SP Criteria NOT MET

Dependant on referral type

- proceed through normal admissions
- return to AP or placement in AP and future return to mainstream reviewed in line with protocol

Progressing the Placement

- SEWO approaches identified school and supports parents in setting up initial meeting
- Child & parent visit identified school with SEWO
- Placements agreed and start date confirmed and any required support put in place e.g. Parenting Contract/Attendance Order etc.
- Pupil starts new school

Placement breakdown within 12 week period

- SPP informed and placement discussed
- School & SEWO complete placement breakdown paperwork
- SPP discuss next steps for this pupil

Review and confirmation of placement

- Review dates agreed – school, SEWO parent and pupil must attend
- First review held and SPP informed of progress. Support issues addressed as appropriate
- Second review held and successful placement signed off and financial transactions agreed by SPP/SFAP

Progress and concerns during first 12 months shared by school with SEWO who will feedback to SPP

FAP: ARRANGEMENTS FOR MANAGING FRESH START AND FRESH START PLUS PLACEMENTS

Fresh start process begins

1a - Having reviewed the guidance documentation a 'Fresh Start' has been considered as an appropriate step.

1b - Key aspects to note for students who will not be considered for this process:

- With an EHCP or undergoing statutory assessment
- LAC/CP – must have agreement from Virtual Headteacher and SPP
- Pupils who do not live in Derby city

1c – Fresh Start Referral and Challenge Guidance paperwork needs to be completed by the school Behaviour Lead with input from all colleagues who are best placed to know the student. This should include all aspects of the student, challenges but also success/positive aspects of the student. It is imperative that your head of school is aware of the referral and have countersigned this document. The document must also be countersigned by the student and parent/carer.

Referral Process

2a- Referral paperwork will be sent to the following email address LYFA@derby.gov.uk **ten days** before the half termly 'Behaviour Lead Network' meeting. All Behaviour Leads will receive the referrals seven days in advance of the meeting. At the 'Behaviour Lead Network' referrals will be considered and challenged where necessary. At this stage the referral will be agreed or rejected.

The referral is 'rejected'

2b - All parties will be informed, and the school will benefit from peer advice, challenge and guidance (the expertise of Behaviour Leads will be utilised and is essential). This is where further interventions will be discussed and suggested. Please refer to the Secondary Intervention Catalogue.

Referral 'agreed'

2c - The move is agreed, and the 'Behaviour Leads Network' will discuss the most appropriate school for a Fresh Start. Consideration needs to be given to the holistic needs of the student but also the current placement allocation data to ensure fair shares. In the event of a referral being agreed for a Fresh Start, and no school offers a place, the referring school will be invited to complete the funding form requesting additional 'Stay Put' support.

2d – Following the 'Behaviour Leads Network' the chair will contact the referring school with a summary of discussion points and actions.

All Fresh Starts will commence during the identified 'Fresh Start' week.

Preparing for the 'Fresh Start'

A meeting will be held with the student, their parents/carers and representatives from both schools. This unified approach is essential to ensure there is clarity around the process, high and consistent expectations between both schools, and also allows review dates to be scheduled from the outset. Both schools have a responsibility to monitor the placement and regular review meetings need to be scheduled and attended by all parties who attended the initial induction meeting.



Important

The student will be **dual registered** until successful signoff of the placement is agreed between both schools. There is no time limit on this as the purpose of this 'Fresh Start' is to improve the life chances of this student. In some cases the student may remain dual registered for the duration of their school career.

Placement breakdown

3a – Before placement breakdown is considered an emergency review should be called and reference should be made to the Emergency Review Guidelines and Placement Breakdown Protocol.

3b – If it is agreed that the 'Fresh Start' has been unsuccessful then the student returns to their original school. The student's return to their home school needs to be agreed by all parties (head of schools, behaviour leads and parents) and needs to be immediate to avoid time lost in school. A copy of all documents will be given to the home school, including the placement breakdown form.

Placement breakdown form must be presented at the next Behaviour Lead Network.



Fresh Start PLUS– Quick Guide

This process is to ensure that every student is given a final, well supported and structured opportunity to succeed.

At this point a school considers a student is at serious risk of being permanently excluded and feels that the extreme measure of moving schools needs to be undertaken.

Fresh Start PLUS process begins

1a - Having reviewed the guidance documentation a 'Fresh Start PLUS' has been considered as an appropriate step.

1b - Key aspects to note for students who will not be considered for this process:

- With an EHCP or undergoing statutory assessment
- LAC/CP – must have agreement from Virtual Headteacher and SPP
- a student who is not at serious risk of being permanently excluded

1c – Fresh Start PLUS Referral and Challenge Guidance paperwork needs to be completed by the school with input from all colleagues who are best placed to know the student. This should include all aspects of the student, challenges but also success/positive aspects of the student. It is imperative that all parties are aware of the referral and that the Headteacher, student and parent/carer have all signed the document.

Referral Process

2a- Referral paperwork is sent to the following email address YFA@derby.gov.uk **ten days** in advance of the half termly Secondary Headteachers meeting.

2b – The referral will undergo a review of suitability for a Fresh Start PLUS, and an assessment of the risk of the student being placed in another mainstream school. This will be undertaken by the Headteachers of Kingsmead and Derby Pride Academy, and the Exclusions Manager. The QA for this process is via the LA Head of Education and Skills.

The routes following this process are:

1. Referral presented to Secondary Headteacher group for Fresh Start PLUS decision
2. Referral not appropriate (**doesn't meet the criteria**) – Exclusion Manager to contact school to explore the rationale behind the referral
3. Referral appropriate but not suitable for another mainstream placement
4. Referral not appropriate for a Fresh Start PLUS, a Fresh Start to be considered

The Exclusions Manager will contact each referring school to notify them of the outcome of the review of suitability.

2c - Referral paperwork will be sent 7 school days in advance of the meeting and presented at the half termly Secondary Headteachers meeting. This will give Headteachers an opportunity to present any additional questions to the referring school in advance of the meeting. All questions must be sent to the Principal – Derby Pride Academy, in good time to be collated and passed to the referring school ahead of the Secondary Headteachers meeting. The referral will be considered and challenged where necessary. At this stage the referral will be agreed or rejected.



Referral Rejected

3a - All parties will be informed, and the school will benefit from peer advice, challenge and guidance (the expertise of all Heads will be utilised and is essential). This is where further interventions will be discussed and suggested. Please refer to the universal City Provision Map. The referring school will be invited to complete the funding form to request additional 'Stay Put' support. All requests will be discussed at SPP.

Referral agreed

3a - The referral has been agreed based on the discussion at Heads level. In the first instance it is expected that an alternative mainstream school will be identified and that schools will offer to accept the referral. The referral form will be passed to SPP, along with details of possible school placement.

3b – A meeting needs to take place with the student, parents/carers and a specialist Education Welfare Officer to ensure all parties are happy with the proposed move. This meeting is essential as it allows for thoughts and feelings to be captured by an independent advocate. Following this meeting, information gathered by the SEWO is fed back to SPP and this is where an appropriate pathway is identified. This pathway will be determined based on the needs of the student to ensure they are provided with every opportunity to be successful.

3c - SPP will agree and confirm placement taking into consideration placement data and all information available.

3d – Once the alternative school has been identified the heads of the two schools will have a discussion about the placement to ensure that it has the best possible chance of being successful.

Preparing for the 'Fresh Start' PLUS

4a - A meeting will be held with the student, their parents/carers and representatives from both schools/AP. This unified approach is essential to ensure there is clarity around the process, high and consistent expectations between both schools/placements and also allows review dates to be scheduled from the outset. Both schools/provision have a responsibility to monitor the placement and regular review meetings need to be scheduled and attended by all parties who attended the initial induction meeting.

4b – Where possible all Fresh Start PLUS placements in another mainstream school will commence during the identified 'Fresh Start' Week.

Important

The student will be **dual registered** at the home and new school/AP until successful signoff of the placement is agreed between both schools. Placement reviews will continue at SPP until single registration is agreed by all parties.

There is no time limit on this as the purpose of this 'Fresh Start PLUS' is to improve the life chances of this student. In some cases the student may remain dual registered for the duration of their school career. The young person does not need to be aware of the dual registration as it is important that they feel ownership of their new placement or personalised programme.

Arrangements for the transfer of funding associated with this student will be managed on a school-to-school basis by the schools concerned.



Placement breakdown

5a – Before placement breakdown is considered an interim review should be called and reference should be made to the Emergency Review Guidelines and Placement Breakdown Protocol.

5b – Where the reason for breakdown is attendance, the other schools offered during the initial Secondary Headteachers meeting, will be considered and the SEWO will liaise with the parent/carers, the student and the schools.

5c – If it is agreed that the Fresh Start PLUS has been unsuccessful due to behaviour, then an emergency review is called, attended by the chair of SPP and a bespoke package is proposed and discussed with panel members at the next SPP. A personalised programme may need to be explored to meet the needs of this student at this time. A copy of all documents will be sent to IYFA@derby.gov.uk including the placement breakdown form.



SFAP: ARRANGEMENTS FOR MANAGING SECONDARY PERMANENT EXCLUSIONS

It is acknowledged that there will be permanent exclusions, and that schools will be approached through the FAP to accept excluded pupils.

In the rare event of a child with an EHCP or undergoing statutory assessment being considered for a PX, the school should call an emergency interim review and try to avoid a PX for this child. The school and LA should ensure that the School's SEN case worker attends this meeting. A representative from the PRU and the PACE should also be invited to attend.

Note: Schools still have the option of being able to direct pupils to Alternative Provision, but these will be charged to the school at current cost for the duration of that placement.

From April 2020 the 40 allocated places are managed as one collective pot and not on an individual school basis. As pupils return to school; reach school leaving date or access other specialist provision this will free up places and within the new model pupils currently in chargeable places will be slotted into the allocated places as they become available. Most, but not all schools are currently making use of chargeable places. The chargeable places that each school has currently accrued will still need to be paid by each school, but these costs will begin to reduce.

How will we decide which pupils move into the allocated places that become free?

- Pupils will be moved from the chargeable places list into allocated places as they become free with the aim to even out the charges as quickly as possible.
- Pupils will be moved from the schools with the highest number of chargeable places first.
- The Heads group will review this list at each half termly Fresh Start Plus Panel.
- The list will be maintained by the LA IYFA Advisor/Chair of SPP.

The Heads group will review the decision making process for slotting in during the Spring term of 2021.

Should Headteachers choose to exclude and not use the Fresh Start Plus process for an individual pupil then this will incur a 15K charge.

Full details of the funding arrangements linked to exclusions are explained in Appendix 2

At the point of exclusion an assessment will take place to identify a pathway. There are three possible pathways at this point:

- an immediate return to mainstream
- a short period of assessment whilst attending AP and then review
- a longer period of assessment and placement in AP with regular reviews

The initial pathway decision will be based on information from the excluding school and where appropriate from other professionals involved in working with and supporting the child and family.

SPP will maintain a robust process for the review and monitoring of all placement decisions which will be based on the information available from all professionals involved in working with that child and family.



Managing Parental Expectations

The initial pathway for the pupil must be explained to parents so that they are fully aware at the outset that the pupil will not remain in Alternative Provision where professionals consider that they are able to return to a mainstream school.

If a parent(s) refuses a school place the pupil will be re-referred to the SPP. If the SPP still considers the school to be suitable, consideration will be given to imposing a School Attendance Order requiring the pupil to attend.

The Process at the point of permanent exclusion

School **must** inform the LA, the family and the governing body **without delay**. The governors meeting (GDM) has to take place within 15 school days. Day 6 provision will be made as soon as possible, but in some circumstances a risk assessment may be required prior to this being offered.

The IYFA team will consider the information provided, consider other relevant factors and make an initial recommendation to SPP about the most appropriate pathway. This will be discussed at the first SPP meeting following the PX. In exceptional circumstances decisions may be made virtually to ensure that the process is not delayed.

Parents and pupil will be kept informed about any decisions relating to placement by the IYFA team.

Pathways following exclusion:

At the point of exclusion, based on an assessment of all the information available SPP will identify the most appropriate pathway. The pathway can be reviewed and amended at any time based on new information.

Immediate return to Mainstream

This will only apply where a pupil is clearly able to cope in a mainstream environment. Usually this will be following a one-off incident or limited history of fixed term exclusions and other sanctions.

On this pathway the pupil will not be allocated AP provision whilst a new school is sought, but the pupil and parents **must** cooperate with Day 6 provision and attend as required and until the GDM is complete.

A Short period of assessment in AP and then review

This will only apply where a pupil needs to focus on specific aspects of their behaviour before they are able to be successful in a mainstream setting or where SPP is unsure about the position based on the information available.

Usually this will where a pupil has a history of fixed term exclusions or other sanctions or where there has been a serious incident that requires risk assessment before it is felt that a mainstream school should be asked to offer a place.

SPP will place the pupil at either Kingsmead or DPA with a review after 6 weeks, or sooner if the position becomes clear. At this point updated information will be presented to SPP so they can reconsider the most appropriate pathway for this pupil.

Referral to AP for placement

This will only apply where it is felt that professionals consider that the pupil is not appropriate for return to mainstream at this point. Usually this is where a longer placement at either Kingsmead or DPA for assessment is required. This may include consideration of assessment for EHCP and interventions and referrals for further work to support the pupil. The placement will be reviewed half termly by SPP and termly at each SFAP.



APPENDIX 1

GOVERNANCE: SECONDARY FAIR ACCESS PROTOCOL

The protocol requires clear and transparent processes to be followed and applied equitably for schools, school leaders and the Local Authority to work in partnership with each other in a manner which is fair and honest, and for strong and robust governance to be applied to ensure the protocol supports vulnerable and difficult to place pupils across Derby City.

The **Secondary Fair Access Panel (SFAP)** provides governance for, and monitoring of the protocol and associated processes through termly meetings.

The agenda will encompass the key aspects of the protocol and SFAP will receive data and reports relating to the process as set out earlier in the protocol. Additional reports and information may be requested to extend their knowledge and understanding as required.

There will be occasions where a decision is required in the interim and members may be consulted by the Chair to gain agreement and determine a way forward.

The **Secondary Placement Panel (SPP)** will ensure that the day to day operation of the protocol is delivered efficiently.

School Admissions and the Secondary Fair Access Protocol

The Protocol is triggered when a parent/carer of an eligible child has not secured a place under the normal admissions procedures. Eligibility for a placement under the Protocol does not remove the right of parents to express a preference for a particular school through the normal admissions procedures. Children can only be placed through the Protocol with parents' agreement.

Admission above PAN - through the FAP all schools agree to take over their Published Admission Number (PAN) in a year group, **without** the need for an admission appeal.

The SFAP reserve the right to instruct the Local Authority to exercise its power to direct the admission authority for any maintained school in its area to admit a child even when the school is full.

Where the SFAP considers that an Academy will best meet the needs of any children, it can request the local authority to ask the Secretary of State to intervene.

The Secretary of State has the power under an Academy's Funding Agreement to direct the Academy to admit a child.

Protection over Fair Access Admissions - It is the responsibility of the SFAP to consider and agree where and how a school is afforded protection against the admission of children to be placed in line with Derby City's Fair Access Panel / In Year Fair Access (FAP/IYFA). **The Fair Access Panel will consider such requests based on documentation and/or evidence provided by the school on a case by case basis.**

Allocating a school through the protocol:

- The SPP will identify the school that should admit the child, or alternative provision if appropriate.



- To ensure transparency, the processes involved and options available will be clearly explained to parents by the current school's designated lead, the SEWO or by the LA's Admissions team as appropriate.
- Acceptable travel access and distance will be taken into consideration when placing a pupil through the Protocol and nothing will revoke parents' legal rights.
- In the event that the nominated school place is rejected by parents in favour of another that is full and over their agreed allocation, they will be advised of their right to appeal to the Independent Appeal Panel for the preferred school. The school offer will be withdrawn pending the result of the appeal, or until the deadline for lodging an appeal has passed. Should the appeal fail, they will be re-offered a school by the Placement Panel to avoid parents accessing an over-subscribed school on demand, and this should also prevent 'blocking' of a place in the offered school pending the result of the appeal.
- Monitoring of pupils in each year group and each school will be cumulative and take account of pupils already in any year group, including previously excluded pupils already in year group – unless they have been in school for 2 years without a fixed period exclusion.

Monitoring and review of placement pathways

Initial placement pathway decisions will be recommended by SPP but will be reviewed in line with agreed process to ensure transparency and to provide a regular overview of all requests, moves and placements.

Even though a school may consider that the placement has broken down, only SPP will determine the point at which a child may be removed from a school roll and should remain registered at the identified school until this point.

There will be no automatic assumption that a pupil will revert to an LA commissioned place at the end of a given time period, but each case will be considered individually. It would be irresponsible for the process to encourage excluding behaviour.

Where schools refuse to admit or comply with the protocol

The SPP will record and report on a school's refusal to admit a pupil referred through the protocol, or where schools may not be operating within the requirements of any aspect of the protocol and will:

- Implement the actions outlined in the '**Ladder of Consequences**' in order to resolve the situation as swiftly as possible
- Peer challenge from current Head rep on SPP
- Minute as a concern at SPP with action for chair of SPP/SFAP to make direct contact with the Head of the school
- Head of Education and Skills is made aware and direct contact made with the Head of school
- Local Authority consider intention to issue direction
- Service Director – Learning, Inclusion and Skills to make direct contact made with the Trust/RSC/DFE
- Local Authority issue direction procedures



Cross Border Issues:

The SFAP is committed to continuing to work with Derbyshire schools to ensure that the best possible outcomes are achieved for Derby City pupils.

When dealing with referrals for placement for pupils who attend Derby City schools but are residents in Derbyshire, consideration needs to be given to the potential outcome for that pupil if the placement is unsuccessful. Such cases will be considered on a case-by-case basis. For example - A city school may direct a pupil who is resident in the county to Alternative Provision in the city as they are making the direction and not the SFAP, however if the placement is unsuccessful then the pupil would remain the responsibility of Derbyshire and the school would have to take this forward.

Processes to Support the Secondary Fair Access Protocol

Elective Home Education (EHE)

Where a pupil leaves a school roll to become EHE all schools are requested to complete the agreed EHE return to record details of pupils who move to EHE.

This will provide information to the LA, admissions and SPP as to those young people whose parents have opted for them to become EHE, the interventions or reasons why this has happened and any potential triggers. This will allow the LA and admissions to have an improved story behind those who choose to be EHE then appear back into the system at a later date.

Many of these are complex young people or have complex families that are 'tricky' when they are in year admissions, and currently the information collected only provides a parents perspective.

SPP will consider data relating to pupils moving from schools to EHE and monitor emerging patterns or any concerns which may need further discussion and action.

Y6/7 Transition arrangements for the most vulnerable

Every year a small number of pupils struggle to make a successful transition between Y6/7, causing distress for the pupil, anxiety for parents/carers and significant issues for the schools involved. The reasons why problems occur are varied and often specific to the individual cases but do include:

- Issues relating to parental preference
 - The pupil has a right to a fresh start at a secondary school, but for some this is a big step from the provision they have been able to access at Y6. Some parents insist on a fresh start, potentially setting up both the child and the new school to fail.
 - In a number of cases pupil/parent have unrealistic expectations about a mainstream secondary school placement and the ability of the child to cope in this setting.
- Where statutory assessment is still being processed/has recently been confirmed
 - Failure to identify an appropriate placement in time for a prompt start in September.
 - The level of support required in the process of finding a new school can be a difficult experience for pupil and parent/carer.
- Perceptions of both primary/secondary schools



- Y6 pupils not being identified by their primary school as being at risk at secondary transfer owing to social, emotional and mental health needs (SEMH) – including cross border issues.
- Secondary schools making the assumption that any intervention re behaviour at KS1/2 indicates that the child will not be successful.

Enhanced support is offered to an identified cohort of Y6 pupils at this transition point through dedicated funding.

About the support

- Part time (0.5) HLTA working across Newton’s Walk, Kingsmead School, mainstream schools and specialist provisions as required.
- Intensive work takes place from May half term through to October half term each year to ensure the smooth transition of the most vulnerable children from primary to secondary settings.
- Liaison with primary and secondary schools, working with Kingsmead and other specialist provision as appropriate to ensure that the relevant support is in place to facilitate successful transition.
- Pupils are supported as they take part in secondary transfer days and in other additional visits and activities at their new schools to assist in familiarisation
- Parents/carers are supported in preparing their child for secondary transfer, in appointments with key staff at the new school and for some, in discussions about the appropriateness of the identified placement and seeking support and guidance about any further decision making that may be required.
- Secondary schools and identified special school placements are supported with detailed information sharing about the child’s needs to provide as much clarity as possible – including liaison with other agencies who may be involved, in formulating appropriate support programmes and by having a clearly identified link person who could be used flexibly to support the transition process.

Identifying Pupils for Support

Information is collected from a range of sources to ensure that as far as possible we had identified all those pupils who may be at risk at secondary transfer owing to their Social, Emotional and Mental Health needs (SEMH) needs. This includes:

- All pupils who have been discussed at the Newton’s Walk referral panel or Primary Placement Panel whilst in Y5 or Y6
- All pupils who have accessed any provision at Newton’s Walk during Y5 or Y6
- All Y6 pupils currently on roll at Newton’s Walk or who have been on roll at Newton’s Walk during KS2
- All pupils identified by primary schools as being at significant risk at secondary transfer as identified on the city At Risk Register
- Pupils who are raised by secondary schools who have concerns about the information they receive about an individual pupil or following incidents/concerns at secondary transfer days or in the first few days of the autumn term

The needs of each pupil are carefully considered, further information sought, and detailed discussions held to identify the likely level of success at secondary transfer. Pupils are then allocated support according to their needs.



UTC Y10 - Transition arrangements for the most vulnerable

Arrangements are in place to support transition for those who may be vulnerable when moving from Y9 placements in mainstream schools in the city to a Y10 place at the UTC.

Pupils who may be at risk at this transition point could be identified by:

- School Admission Team
- By mainstream schools who become aware that a parent/pupil is considering making an application for a place at the UTC
- By the UTC

The Local Authority will liaise with the schools involved to gather information, including liaison with other agencies who may be involved.

Intervention Catalogue

Schools and the Local Authority will work together to maintain a regularly updated and comprehensive Intervention Catalogue which can be accessed through the Schools Information Portal. This will support schools in identifying strategies to best support more vulnerable pupils.



APPENDIX 2

Secondary Fair Access – Funding Arrangements

This appendix outlines the way schools will be charged when pupils are educated through Alternative Provision provided by either The Kingsmead School or Derby Pride Academy.

It also includes the financial arrangements that support the Secondary Fair Access process.

These financial arrangements will be reviewed annually to take account of placement requirements, exclusion information and other pressures and will be approved by the sector and the LA. Schools forum would need to be involved in this decision making process where changes were being proposed to the commissioning arrangements.

AP funding is split into 2 elements; base funding and individual top up funding. This is funded from a combination of the DSG - the High Needs Block, schools individual budgets and/or other local authorities.

There are several commissioning arrangements within the system:

1. As part of the LA commission there are 70 AP places commissioned and therefore fully funded by the LA through the High Needs Block. These are allocated as follows:
 - 40 (30 commissioned from Kingsmead and 10 DPA) These places are allocated for permanently excluded pupils. Schools are only able to access additional placements for PX pupils through payment of the agreed costs as outlined below.
 - 30 LA allocated places to be used for pupils referred through Secondary Placement Panel who have been identified as a 'Supported Placement' that are unable to access mainstream placements.
2. Individual schools are responsible for the full costs of directed alternative provision placements
3. Academies and Free Schools AP

The place funding for this provision is funded from the DSG High Needs Block and is recouped from respective LAs and passed directly to the provision. This is managed through a formal funding agreement with the ESFA. DPA is funded at 50 places through this arrangement. The top up elements for individual places are funded by the commissioning institutions.

Local arrangements are in place to recoup base funding recouped by the ESFA direct from the City Council's High Needs Block.



Reason for Referral	Fresh Start PLUS	LA Allocated Place	PEX
Permanent Exclusion <i>All charges will be administered by the city council.</i>	Kingsmead place: Mainstream school charged APWU whilst placement is dual registered.	Kingsmead place: No charge up to maximum of 30 LA places.	Kingsmead place: Year 1: £15K charged pro rata depending on the number of weeks left in the current financial year. Charge includes balance of awpu and Pupil Premium. Subsequent years: £15 K, subject to placement review process through SFAP.
	DPA place: Mainstream school charged APWU whilst placement is dual registered.	DPA place: If SPP designated that a DPA placement was required then the top up element would be paid to DPA.	DPA place: Year 1: £15K charged pro rata depending on the number of weeks left in the current financial year. Charge includes balance of AWPU and Pupil Premium. Subsequent years: £15 K, subject to placement review process through SFAP
Directed to AP <i>All charges will be administered by the individual AP provider</i>	Schools may purchase AP provision directly from individual AP providers at the current rate subject to availability. Schools are responsible for the full costs		
Medical <i>All charges will be administered by Kingsmead in line with the SLA</i>	There is a funding protocol now in place for pupils who are referred to LA provision for medical tuition. This will be reviewed annually. The pupil remains on the school roll and schools should identify a member of staff as a point of contact for liaison, provide work as appropriate and attend termly review meetings (or more frequently if required).		

Please note:

- AP are costed for the full academic year. This includes Y11 students where a full year charge is levied to take account of the additional costs associated with Y11 provision even though a student may finish before the last day of the summer term.
- Costs of allocated places will be reviewed annually. If the need allows and overall places are decommissioned then there is an opportunity to review the number of places funded. There is currently no financial capacity within the High Needs Bock to increase the commissioned places. Efficiencies can be achieved from within the whole system if places can be decommissioned.



Financial Arrangements to Support the Secondary FAP

Schools funding regulations allow schools to pool funding for agreed purposes. All secondary schools in Derby City have committed to pooling to support the costs associated with this protocol. These will be reviewed on an annual basis.

This funding will be used to support staffing to facilitate the effective delivery of the protocol and to provide additional funding to schools and pupils associated with managed moves and supported placements.

The SPP will have a role in monitoring placements and triggering and confirming payments and transactions for both Managed Moves and Supported Placements.

All payments will be triggered by SPP minutes through arrangements with LA finance.

SFAP will monitor and report on funding and spending related to the process to ensure that there is transparency, and to ensure that accurate information is available to support recommendations for future adjustments to the funding arrangements through the annual review of the process.

Supported Placements

Funding of up to £4,000 per pupil is available for Supported Placement referrals. This will be agreed by the Head teacher/designated representative of the receiving school, SPP and the Specialist EWO who supports the Fair Access Protocol. The funding agreement will be confirmed by SFAP once the pupil has been placed on the school's roll.



APPENDIX 3

SECONDARY FAIR ACCESS PROTOCOL – FORMS TO SUPPORT PROCESS

A range of documentation has been developed to support the process and it is expected that this will continue to be reviewed and developed.

The clerk can be contacted at YFA@derby.gov.uk and is able to provide current versions of documents. Where versions of paperwork change then these will be shared with schools via the clerk who acts as the main point of communication for the SPP and SFAP. Where appropriate these will also be made available on the Schools Information Portal.

Examples of paperwork that support the process **include**:

- SPP referral form – Derby City schools
- SPP referral form – Out of Area
- Placement Review form – for both Admissions Managed Moves and Supported Placements
- Placement Breakdown form
- Placement allocations by school
- Leaflets for parents – Admissions Managed Moves, Supported Placements, Fresh Start and Fresh Start PLUS
- EHE form – for schools to complete and submit where a pupil moves to Elective Home Education
- Fresh Start referral and challenge paperwork
- Fresh Start PLUS referral and challenge paperwork
- Fresh Start and Fresh Start PLUS review form
- Fresh Start and Fresh Start PLUS breakdown protocol and form

Schools should note that there is an expectation that:

- Documents that need to be submitted to SPP or SFAP should be provided in line with set timeframes.
- Current versions of all paperwork should be used, and where this does not occur then SPP or SFAP may reasonably request for the information to be resubmitted.



Appendix 4

SECONDARY FAIR ACCESS PROTOCOL – ADMISSIONS CONCERNS

Following consultation with the Local Authority, Derby City secondary schools agree that wherever possible, pupils with identified behaviour who are indicating that they wish to move to another school should be provided with information and advice about the Admissions Managed Move process.

For situations where a potential mid-year admission is causing concern and questions may need to be asked about the appropriateness of the normal admissions process for this case, clear guidelines have been developed in the form of a flowchart to support the Admissions team and schools in ensuring that such concerns are dealt with through an agreed process.

