

# Fair Access Protocol for the In-Year Admission of Pupils to Camden Primary Schools



# **Children, Schools and Families: Fair Access Protocol for the Admission of Pupils in Camden Primary Schools**

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# Children, Schools and Families

## Fair Access Protocol for the In-Year Admission of Pupils to Camden Primary Schools

This protocol states the principles and process that the Local Authority and Primary schools within the London Borough of Camden will use when allocating pupils above numbers who meet Fair Access criteria in primary schools.

Every local authority must have a Fair Access Protocol, agreed with the majority of its schools, in which all schools must participate since it is binding on all schools.<sup>1</sup>

The requirement and guidance relating to Fair Access Protocols can be found in the School Admissions Code of Practice 2014 (p25-26) which states:

*'Each local authority must have a Fair Access Protocol, agreed with the majority of schools in its area to ensure that - outside the normal admissions round - unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. In agreeing a protocol, the local authority must ensure that no school - including those with available places - is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour.'*

The Protocol ensures that no school is required to admit a disproportionate number of pupils with challenging behaviour or who have been excluded from other schools. This applies even where the school has available places.

Although the fair access protocol lies outside the normal admission arrangements, the protocol takes account of the published schools' admission numbers. In addition the appeals process will take account of pupils taken over numbers through the fair access protocol.

### 1. Principles of the Protocol

1. That the protocol is agreed and applied to all primary schools.
2. To aim for a more equitable distribution of children with additional social, emotional and behavioural needs amongst schools.
3. There is no duty to comply with parental preference when allocating places through the Protocol but parents' wishes will be taken into account.
4. That schools should continue to admit pupils who apply for an available place under normal admission arrangements

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<sup>1</sup> Fair Access Protocols: Principles and Processes, DfE 2012

5. Fair Access referrals are outside of the over-subscription criteria, and therefore over subscription should not be a consideration if a school is asked to admit a pupil under the scheme. Schools that are full are required under the protocol to admit additional pupils
6. This protocol will need to be developed equitably and owned by all schools to ensure that as issues arise they are dealt with cooperatively.
7. Account will be taken as to whether a school already has pupils over the stated number as a result of having taken additional numbers of pupils due to appeals and SEN statements, the scale of Fair Access Panel admissions and gender balance
8. Account will be taken of whether a date has been given for a case to be heard through the Admission Appeal process. Unless there are extenuating circumstances a case will not be brought to the Fair Access Panel until the Appeal process has been completed.

## **1.2. Guidance on referrals**

1. All families of children without a school place will be allocated a place at a Camden school where a vacancy exists in the relevant year group. Where more than one school has a vacancy, the family will be asked to choose between these schools. Families will be made aware of their right to lodge an admission appeal for their preferred school(s). The expectation is that families will accept a vacancy at any Camden school within 2 miles from home in order to meet their legal responsibility to provide their child with an efficient education; failure to do this may lead to the local authority initiating legal proceedings such as a School Attendance Order
2. A referral will not be made to the Fair Access Panel where a place exists in the relevant year group in any Camden primary school within 2 miles of home unless the child meets one of the criteria in Part 3 and there are specific reasons why that child cannot take up a vacancy;
3. The Fair Access Panel will not consider placing a child if there is a confirmed hearing date for an admission appeal. The Fair Access Panel will wait for the appeal to be determined before considering the case;
4. When the Fair Access Panel considers a child who has unsuccessfully appealed, the school that was the subject of that appeal will be available to offer a placement through the Fair Access Panel; however, the appeal outcome and any representations made at the appeal will always be considered when allocating the child to a school.
5. The Fair Access Panel will consider cases of children who have been without a school place for less than two months where they have completed the admissions appeal process for at least one school (also see 3.2).

## 2. In year admissions

Camden primary schools will manage their own in year admission applications within the terms of the admissions code and will provide Camden Admissions Team with fortnightly information about vacancies, pupils they take on and off roll and details of applicants who are on their waiting list.

The Fair Access Protocol will only come into force where there are no places available in the relevant year group in any Camden School; or where there is a specific reason why a child cannot take an existing vacancy. Its purpose is to admit pupils over and above published admission limits where pupils are deemed to meet the Fair Access Panel criteria, having regard to principle 4 (p3)

When a pupil who is on roll at Robson House, Camden's Primary Pupil referral unit, becomes eligible for the offer of a school place through the school's in-year admissions system and the family wish to take the vacancy, this pupil can be referred to the Fair Access Panel. This is to mitigate against a school taking more than its share of children with challenging behaviour, to ensure that the transition is well planned and that reintegration support is in place for the child.

If a child resident in Camden has been permanently excluded from a Camden school, parents are still legally entitled to apply for a vacancy in another Camden school as an in-year admission. The exception to this is where the child has been permanently excluded twice<sup>2</sup>. The local authority will offer permanently excluded children a full-time placement at a PRU, ideally from the sixth day of the exclusion. During their placement, the PRU will provide families with access to further assessment and advice on whether the child is ready to return to a mainstream setting. However this does not preclude the parents from applying for vacancies in mainstream schools. Should a child secure a new school place in this way, the receiving school will be entitled to a quota credit and can apply for funding.

This protocol will only come into force where there are no places available in the relevant year group in any local (i.e.2 miles for CME and 0.5 for other groups) Camden primary school. Its purpose is to admit pupils over and above published admission limits where pupils meet the fair access criteria.

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<sup>2</sup> School Admissions code 2012 para 3.8 - Where a child has been permanently excluded from two or more schools there is no need for an admission authority to comply with parental preference for a period of two years from the last exclusion. The twice excluded rule does not apply to children who were below compulsory school age at the time of the exclusion, children who have been re-instated following a permanent exclusion (or would have been had it been practicable to do so), and children with special educational needs statements.

### **3. Fair access criteria**

The following group of children have been agreed as needing fair access. This list has been drawn up to reflect existing guidance and policy both locally and from central government.

#### **3.1 Children Missing Education (CME) for more than two months<sup>3</sup>:**

Camden Children, Schools & Families' (CSF) aim is to ensure every child fulfils their potential. CSF has a responsibility to provide access to a school place for pupils resident in Camden. Every effort is made to place and support parents in placing pupils in schools with vacancies. Two months gives the opportunity for parents to go through the application and appeal process for a school of their choice and for research into possible vacancies both in borough and out borough. It also allows for an initial assessment of need and, where appropriate, referral for multi-agency support to be put in place prior to referral to the Fair Access Panel.

#### **3.2 Permanently excluded pupils and managed moves:**

Children who have been permanently excluded and are residents of Camden are offered a place at Robson House primary pupil referral unit where they are assessed and provided with support to address their learning and behaviour needs. After a period of time and where a multi-agency assessment recommends that a child is able to return to mainstream school, Robson House will present evidence and a reintegration plan to the Fair Access Panel to support this recommendation.

When a child on roll at a Camden school is at risk of permanent exclusion, the school may make a referral to the Fair Access Panel to request a host school for a managed move (App.1), in which case convincing evidence should be presented showing that the pupil will integrate successfully into an alternative mainstream school. This will usually be when there has been a one off serious incident rather than a long history of behaviour difficulties, or where there has been a breakdown in relationships.

Inclusion of these pupils in the FAP criteria ensures that Permanent Excludes and 'Managed Moves' to avoid permanent exclusion are taken account of in pupil quotas and or allocations to schools.

It should be noted however that the principle of the Fair Access Protocol is that no school should have to take more than a fair share of pupils with challenging behaviour.

#### **3.3 Pupils with exceptional medical or social need:**

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<sup>3</sup> School Admissions Code, DfE 2012 para 3.15a

This applies to pupils considered for multi-agency support by the School Inclusion Team who are deemed to have an exceptional medical or social need. The FAP panel would decide the merit of each case being placed before the panel and would have recourse to ask for further information from agencies before placing the child.

### **3.4 CME with Challenging Behaviour**

Pupils with challenging behaviour are defined as:

- Behaviour that has not improved despite appropriate targeted interventions being offered.
- Behaviour resulting in a permanent exclusion within the last 2 years preceding the request for a school place
- Behaviour resulting in a significant number of fixed term exclusions or school based interventions.

### **3.5 Looked After Children/Young People in Public Care**

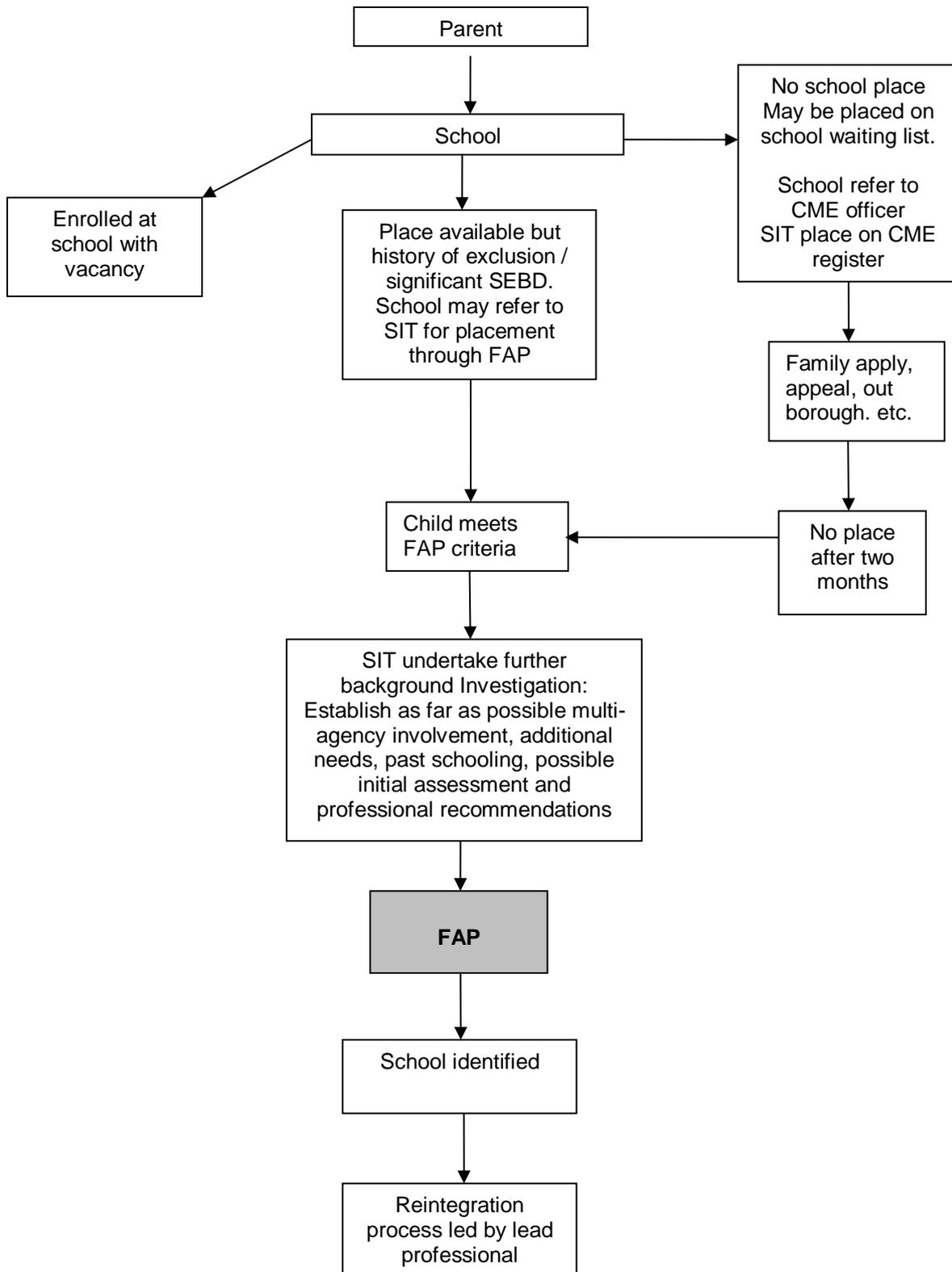
Looked after children have been given the highest priority within school admission arrangements. Fair Access Protocols do not apply to looked after children<sup>4</sup>.

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<sup>4</sup> p. 12/32 *Promoting the education of looked after children (July 2014)*

## 4. Systems & Processes

### 4.1 Fair Access Protocol Admissions Flow Chart



## 4.2 Fair Access Panel (FAP)

A panel composed of the following agencies will operate the Fair Access protocol and analyse the nature and volume of Fair Access referrals to inform future strategy:

Primary Head Teacher (Chair)  
(With rotation of chair)  
Primary Head Teachers (x 2)  
Governing Body Representation  
CSF – School Inclusion Team Manager  
Head of Service – PLSS  
Administrator – clerk to the panel

Two primary school head teachers form a quorum

There will be a monthly rota for the Fair Access Panel; however panel members will only be expected to attend a scheduled meeting if there are referrals or if there is business to discuss in relation to the Fair Access policy and panel.

The key considerations by the Panel are the number of fair access pupils taken by the school, proximity to home and parental preference.

## 5. Fair Access Panel Placements

### 5.1 Referrals

The vacancy lists from all primary schools will be provided to Camden Admissions Team on a fortnightly basis. The head of admissions will report regularly to the Fair Access Panel on vacancies in Camden primary schools.

Processes pertaining to pupils moving off roll will remain the responsibility of the school applying the Education (Pupil Registration) (England) Regulations 2006; this will ensure that safeguarding measures are followed, including use of s2s<sup>5</sup> to transfer pupil files to receiving schools or informing the Local Authority of pupils if their whereabouts are unknown.

Schools are required to inform the Local Authority CME Officer of pupils who are placed on their waiting list who are out of school at the time of the application. The CME Officer will contact the family and provide information about other possible vacancies in schools within 2 miles of their home. The School Inclusion Team will refer cases to the Fair Access Panel where a school place has not been secured and the child meets the FAP criteria.

Schools may refer to the Fair Access Panel when they receive applications for pupils who have a recent history of significant social, emotional and behaviour difficulties which placed them at risk of permanent exclusion or led to a

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<sup>5</sup> the DfE's secure data transfer system

permanent exclusion. Referrals should only be made to the Fair Access Panel where schools do not think they can meet the presenting needs of the child or where they have evidence of concerns about the effect upon the other children in the year group. Referrals should be sent to the School Inclusion Team with as much detail as possible about the young person using the pupil information passport (appendix 4)

## **5.2 Allocation**

The fair access panel will use the FAP admission quota to make allocations proportionate to each school.

Apart from children under the CME criteria (page 5) the panel will discuss cases referred and allocate pupils to schools taking into account:

- Schools capacity
- Distance / ease of transport to school
- Parental preference – Parents’ preferences will be considered by the Panel but will not override the allocated school
- A pupil’s religious affiliation will be considered by the Panel but will not override the allocated school if the religious affiliation cannot be met

No school would be expected to take more than one child in an academic year, unless there are exceptional circumstances.

## **5.3 Right of Appeal**

If a school has concerns about admitting a young person allocated through the Fair Access Panel, they may appeal to the Panel if they present an acceptable reason for refusing to take a particular pupil. Heads on the Panel will consider the reasons given. These may include:

- A previous serious breakdown in the relationship between the school and family;
- A strong aversion by the family to the religious ethos of the school;  
or
- Specific peer issues or special year group problems

If the Panel reviews the case and continues to indicate confirmation of the allocated school, a school may either accept this decision or appeal through to the CSF Directorate Management Team (DMT) to reconsider the placement. If no resolution can be found, the case will be referred to the DfE to resolve the matter.

#### **5.4 School admission**

Schools will meet the parent and offer a start date that is within fifteen school days of referral from the panel. They will confirm the date of admission with the panel administrator.

#### **5.5 Support**

Support may be requested from services that work with schools such as the Education Psychology Service and the Primary Learning Support Service. In addition a sum of up to £3000 may be allocated by the panel to support the transition.

#### **5.6 Review**

There will be a review annually of the protocol, the quota of pupils admitted through the Fair Access Protocol and Headteacher's views of issues that have arisen throughout the year.

### **Associated documents**

This protocol should be read in conjunction with the following related documents, which are included as Appendices:

- WISE Managed move guidance
- Primary Learning Support Service guidelines to schools on managed moves
- Primary Reintegration Policy
- Student Information Passport

## APPENDIX 1

### Managed Moves Guidance

Welfare Inclusion Support in Education, November 2006 (Revised/updated November 2013)

#### Introduction

Managed moves may be used in the following situations:

- a) As an alternative to permanent exclusion – this is addressed by this protocol;  
OR
- b) Where there has been a breakdown in relationships between the pupil and school which makes day to day working difficult or compromises health and safety – these cases can be referred direct to the Fair Access Panel to request a managed move placement or be an arrangement agreed between two Headteachers.

The main aim of this local guidance is to maintain a consistent approach to the procedures involved in managed moves that is open and transparent to parents/carers and protects their rights, offers a realistic alternative to permanent exclusion, is in the best interests of the child and is consistent with the Fair Access Protocol. However, it is not intended to discourage head teachers from making their own arrangements for managed moves, which could be to and from schools in and out of Camden. Regardless of the route by which the managed move is arranged, it is essential that the local authority (School Inclusion Team) is informed when a child moves off a school's roll so that effective safeguarding is maintained.

For children with statements of special education needs, the SEN case officer must be consulted at every stage, with the first step often being an emergency/interim annual review. Where the child is a Looked After Child the social worker and LAC Academy should be involved at the earliest stage.

Procedures for schools and CSF in relation to pupils at risk of permanent exclusion:

**Permanent exclusion is a last resort**, so when a head teacher has sufficient grounds to consider permanently excluding a pupil, s/he will have first considered all other options or strategies available from within the school's resources. The head teacher may also have consulted the School Inclusion Team or an Educational Psychologist. All these measures may not be possible in the case of a very serious one-off incident. In the case of a statemented pupil, there will have been an emergency SEN annual review and discussion of the placement with the SEN case officer and, if necessary, a referral to the SEN panel.

#### Option 1 Permanent exclusion with a possible managed transfer

If a managed move to another mainstream school is either undesirable or considered not possible, the Headteacher should impose a permanent exclusion and immediately notify the School Inclusion Team (SIT). SIT will liaise with the relevant service; the Primary Learning Support Service or Camden Centre for Learning to give them 'early warning', to discuss 'Day 6' provision and to ascertain whether they can offer an early managed transfer. The school will be asked to complete an information passport. If a managed transfer to a PRU is offered before the school's governor's meet to review the exclusion, the head should offer to withdraw the permanent exclusion. The option to withdraw the permanent exclusion must be discussed with the parents/carers in advance of the governors' disciplinary committee meeting so they have time to consider the implications (e.g.: that the child will not return to the school, that they will have no right of appeal). This discussion will normally be led by the School Inclusion Team. The arrangement should be confirmed in writing by the Headteacher; a model letter is available (Letter.1). Where a managed transfer to a PRU cannot be arranged for any reason, and the governors meet and uphold the permanent exclusion decision, standard procedures will follow and the pupil's education will become the sole responsibility of their Local Authority.

## **Option 2 An interim fixed term exclusion pending a managed move**

An interim exclusion creates more time for investigating relevant incidents and for exploring the managed move, including considering a referral to the Fair Access Panel. This period is useful where there is a realistic chance of a managed move to another mainstream school or education provision because, for example, the exclusion is a result of a one-off incident rather than a long history of behavioural difficulties that a range of strategies have failed to change. The decision may also be based on a belief that the pupil can reasonably be expected to integrate into another mainstream school that will be able to meet their needs. It is recommended that this interim exclusion be kept to a maximum length of 15 days, during which the pupil must receive 'Day 6' provision; however, the length of the exclusion may be influenced by the date of the next Fair Access Panel meeting.

*The letter notifying the parent/carer of the exclusion should make it clear that the head is intending to permanently exclude but is first exploring alternatives. The school must ensure continuity of provision for the pupil and the arrangements made clear, including in writing, to the pupil and parents/carers. There is a model letter available (Letter 2).*

### **A discussion must take place with the family to explain the following:**

- that the pupil will be removed from the school roll and will not return to the school in future;
- that the parents/carers understand that they will forego their right to appeal to the governors or to an Independent Appeal Panel, as this arrangement will not be part of exclusions procedures;
- that if, after the period of the interim fixed term exclusion has expired and no mutually acceptable receiving school/PRU has been found, the head will

formally confirm a permanent exclusion and normal exclusion processes will follow;

- where a mainstream school is being sought through the Fair Access Panel, the parental/carer's preference of school placements must be noted and the views of the pupil must be taken into account, but it must be made clear to the family that they will be expected to accept any reasonable offer of a Camden school;
- If it is proposed that the child goes on roll at a PRU the child and parent must attend an induction before the arrangement is confirmed.

Once the managed move is fully confirmed the head teacher of the 'excluding' school should write to the parent/carers confirming the managed move and reminding the family that the child will not be able to return to the school at any time in the future (see model letter 1).

### **Availability of reintegration funds**

When the pupil is on roll at a receiving mainstream school, the school can claim a one-off reintegration support payment of £2000 from the Vulnerable Children's Grant (VCG) and £2000 will be recovered from the excluding school. Where two Camden schools 'swap' pupils who would otherwise be permanently excluded, a simple payment of £1000 will be available to each school from the VCG. Funding following a child who is transferring to a PRU will be kept for future reintegration into a mainstream school or alternative provision. Schools who permanently exclude are charged £3000 and where one of the pupils has a managed move to a PRU, £2000 will be deducted.

### ***Difficulties with a placement at a mainstream school***

If a placement at a receiving mainstream school breaks down, after the school's behaviour policy has been applied, normal exclusions procedures should be followed. The school can refer the situation back to the School Inclusion Team for discussion of any possible alternatives, including a transfer to a PRU.

## Letter 1

Dear [parent]

### **Re: Managed move to avoid permanent exclusion – [Pupil's name]**

I am writing to clarify the current situation regarding [pupil's name]'s managed move from [school] to the [PRU or other].

The Disciplinary Committee meeting, which was due to meet on [date] to consider the permanent exclusion of [Pupil's name], has now been cancelled with the agreement of yourself, the school / governors and the local authority. This is in accordance with guidance on exclusions which recommends that alternatives to exclusion should be sought.

Following my telephone conversation with you and feedback regarding your views, I understand that you agree that a managed move will be used as an alternative to exclusion and you feel that the [PRU/another school] is suitable to meet and further assess [pupil's name]'s needs at this moment in time. As this is an alternative to permanent exclusion [pupil's name] will not be able to return to [school] at any point in the future.

If you require further clarification regarding any of the above processes, please do not hesitate to contact me.

Independent advice can be obtained from the Advisory Centre for Education on 0207 704 9822.

I wish [Pupil's name] every success in her future education.

Yours sincerely

Head teacher

Cc: Head of PRU/Receiving School  
Chair of Governors, school  
School Inclusion Team.

## Letter 2

### SAMPLE OF A LETTER NOTIFYING PARENT OF AN INITIAL FIXED TERM EXCLUSION TO ALLOW TIME TO EXPLORE ALTERNATIVES TO PERMANENT EXCLUSION

Dear [Parent's name],

Name DOB of pupil

I regret to inform you of my decision to exclude [CHILD'S NAME] from [DATE] for [number] school days, which will end on [DATE] while I consider a permanent exclusion. I will look at alternatives to permanent exclusion by working with Camden Children Schools and Families to explore alternative provision. We will set work for [CHILD'S NAME] and would ask you to ensure this work is completed and returned promptly to school for marking.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [CHILD'S NAME] has not been taken lightly. [CHILD'S NAME] has been excluded because [HER/HIS] behaviour is seriously harming the education and welfare of [HERSELF/HIMSELF] and others in the school. [STATE REASONS FOR EXCLUSION].

In line with DCSF recommendations the school are using this time to look at alternative provision and will make every effort to avoid permanent exclusion. During the [NUMBER] day period I will be collecting further information that will help me to decide whether a permanent exclusion is appropriate.

**[Where 16 or more days excluded in one term].** As the length of the exclusion is more than 15 school days in total in one term the governing body/management committee must meet to consider the exclusion. At the review meeting you may make representations to the governing body/management committee if you wish. The latest date on which the governing body/management committee can meet is [date here — no later than 15 school days from the date the governing body is notified]. If you wish to make representations to the governing body/management committee and wish to be accompanied by a friend or representative please contact [name of contact] on/at [contact details — address, phone number, email], as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/management committee of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform [contact] if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop

Road, Darlington DL3 9DN. Making a claim would not affect your right to make representations to the governing body/management committee.

You have a duty to ensure that your child is not present in a public place during the first five days of exclusion or specify dates] , unless there is reasonable justification for this. I need to warn you that you may receive a penalty notice from the local authority if your child is found in a public place on the specified dates without reasonable justification.

We will set work for [Name of Child] during the [first 5 school days] of his / her exclusion [specify the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the [6<sup>th</sup> school day of the pupil's exclusion] [specify date] until the expiry of his exclusion we will provide suitable full-time education. On [date] he should attend at [give name and address of the alternative provider if not the home school] at [specify the time – this may not be identical to the start time of the home school] and report to [staff member's name].

You also have the right to see a copy of [CHILD'S NAME]'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of [CHILD'S NAME]'s school record. I will be happy to supply you with a copy if you request it. there may be a charge for photocopying.

You may wish to contact Jim Donovan, School Inclusion Team Manager at Camden CSF on [jim.donovan@camden.gov.uk](mailto:jim.donovan@camden.gov.uk) (0207 974 4589), who can provide advice. You may also find it useful to contact the Children's Legal Centre who can provide free legal advice and information to parents on education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24<sup>th</sup> December to the 1<sup>st</sup> January. There is also a Camden based agency which you can contact for support, they are: The CarAf Centre on 020 7284 0030.

Yours sincerely,

Head teacher

## APPENDIX 2

### **Primary Learning Support Service guidelines to schools on managed moves**

The Local Authority's (LA) strategy for all Camden children with social, emotional behavioural difficulties (SEBD) is that these children have their needs met locally within provision that supports them in becoming independent and achieving positive outcomes within their local community.

The LA's commitment to making local provision for children who may previously have been placed out of borough requires support from all local schools to meet the needs of the majority of pupils with SEBD in mainstream settings, with Robson House offering specialist provision for children with the most severe and complex SEBD.

The process of allocation of places at Robson House is designed to be transparent and equitable. It seeks to identify those children whose needs cannot be met in mainstream settings. Therefore, most children are placed at Robson House as a result of statutory processes governing the support for children with special educational needs (SEN): this involves on-going high-level support in mainstream school including additional support provided through a Statement of SEN. Usually allocation of a place at Robson House will be through a review of the Statement of SEN where a judgement is reached that a child requires alternative specialist provision.

There are however occasions when this process cannot be followed, for example when children with severe SEBD come on to the roll of mainstream schools from out of borough and without prior information to indicate their true level of need.

When a managed move to Robson House is requested for a child who does not have a Statement of SEN, a range of factors are considered by the LA, for example:

- whether the child has significant SEBD that have persisted over time
- whether an understanding has been reached of the causes of the child's SEBD whether the child's current school has used their own resources over time to meet the child's needs
- whether the school has consulted appropriate external agencies (e.g. Robson House Outreach, Educational Psychology, CAMHS) and incorporated their advice into the child's Behaviour Support Plan
- whether the child's response to intervention (set out in the Behaviour Support Plan and monitored over time) has shown limited progress
- whether external professionals concur with the school's view that the child's needs cannot currently be met in a mainstream setting

A managed move to Robson House can only take place with the agreement of the parent/carer. In order for the parent/carer agree to a managed move they will need to have visited Robson House and received sufficient information to give informed consent.

## APPENDIX 3

### **Camden Children School and Families (CSF) Reintegration policy for pupils at Robson House, Primary Pupil referral Unit**

#### **Introduction**

This policy acknowledges the responsibilities of both CSF and of Head teachers and governing bodies of schools in the reintegration process. CSF being responsible for ensuring that pupils receive education suitable to their different ages, abilities and aptitudes; schools being responsible for relevant health and safety issues and overall for good order and discipline within the schools (Framework and Standards Act 1998; Circular 10/98 Annex B etc).

It is not anticipated that any school will reintegrate more than two pupils per year through this policy. A decision to admit any individual pupil involves the agreement of CSF, Head teacher and consideration of both the needs and preferences of the pupil/family, together with the circumstances and pressures on the appropriate schools. This process will be managed through the Fair Access Protocol (FAP) and Panel, where referrals from the Primary PRU are a priority group who receive additional reintegration resources. Pupils with two permanent exclusions will rarely be deemed suitable for reintegration to mainstream school.

#### **Procedure for Reintegration**

Camden primary age pupils who are permanently excluded, are offered a place at Robson House Primary Pupil Referral Unit. During their time at Robson House, pupils undergo an initial baseline assessment with on-going evaluation and target setting. Records are gathered from previous schools and professionals, and a detailed case history of behavioural and educational strengths and weaknesses is collated. Referrals to other agencies such as Health, Social Care and CAMHS etc are made at this time, if appropriate. Pupils and parents/carers are active partners in these processes.

Pupils are also considered in terms of any Special Educational Needs they may have and, if necessary, are placed on an appropriate stage of the SEN Code of Practice. This may involve the initiation of an Assessment of Special Educational Needs.

Pupils' progress towards behavioural targets is closely monitored and after a period of assessment and intervention, a decision is made as to whether the pupil is suitable for reintegration into a mainstream primary school. Decisions are taken by the multi-agency team at Robson House. Various indicators will be used to determine whether a pupil is suitable for mainstream reintegration, bearing in mind that every case will be unique. These will include the amount of progress they have made since being excluded in terms of their behaviour, emotional development and their social skills.

As part of the preparation for returning a child to mainstream education, visits will be arranged by Robson House to identified primary schools. This is an important part of the process for the child to consider the realities of a return to school.

Once a decision has been made that a pupil is suitable for mainstream placement, Robson House will collate the information it has gathered to create an outline case history of that pupil. This information will be presented to the Fair Access Panel and will include details of the professional input that could be offered to support the pupil, and the financial resources to be provided by the Local Authority. The referral to the FAP will include details of pupil and parent preferences for school placement.

Where reintegration of a pupil into a mainstream Camden school is agreed by the Fair Access Panel, a reintegration plan will be drawn up. This will set out the responsibilities of each of the parties and the stages for reintegration. The reintegration process will then proceed with the pupil attending the mainstream school initially for a short period of time, for example one day a week. The rest of the time the pupil will continue to attend Robson House. At this point the pupil will become dually registered both with the mainstream school and Robson House.

The pupil and school will be supported in the reintegration process by staff from Robson House. In most cases it will be appropriate to draw up a Pastoral Support Plan (PSP) for the pupil at the beginning of the reintegration process. It is expected that each school will have a named person within school who will co-ordinate the reintegration process for pupils in school. This person may be the SENCo, Deputy Head Teacher, Inclusion Manager or other professional involved in supporting the pupil's pastoral needs.

After a period of time (set out in the reintegration plan, typically half a term) a review meeting will be convened to review the progress of the reintegration. Criteria for success (i.e. for moving on to the roll of the receiving school) will have been incorporated in the plan. The meeting will review whether sufficient progress has been made against these criteria before moving to this next stage. Serious breaches of the plan, which will reflect the school's behaviour policy, will bring the process to a halt. It is envisaged that the review meetings will involve school staff, Robson House staff, pupil and parents/carers. Other professionals involved in supporting the pupil may also attend and will usually be involved in the reintegration process itself.

The pupil's time in school, if successful, will be gradually increased until they are attending full time. The time period for this process will be no more than one term. In certain circumstances a pupil may still attend Robson House after this time; however in most cases reintegration support for the pupil will be tapered at this stage, although on-going support from Robson House Outreach will be deployed as needed. Support will also be provided via other professionals such as Educational Psychologists, Social Workers, CAMHS and Educational Welfare Officers, etc.

If the process has not been successful then the pupil will return to Robson House on a fulltime basis and another placement sought for them when appropriate. If a reintegration fails within two terms because the head teacher proposes a second permanent exclusion, CSF will make a "managed move" before permanent exclusion if the parents agree. If formal permanent exclusion processes are necessary, CSF will not claim back any payment that has been made to the school in relation to the reintegration. However, CSF is obliged to deduct an amount in respect of the Funding Following Excluded Pupils scheme because this is a statutory obligation that cannot be avoided.

### **Monitoring and Evaluation**

The Reintegration Policy will be monitored and evaluated by the Headteacher at Robson House. In order to monitor the process of reintegration of primary age children, regular meetings will take place at Robson House where each reintegrating pupil will be considered individually and any general issues that are arising will also be considered. The outcome of these meetings will be fed back to the Head of Welfare, Inclusion and Support in Education (WISE).

In order to measure the success of the reintegration process, figures of successful reintegrations will be kept by Robson House. A successful reintegration will be considered to be one in which the pupil is still in mainstream education 2 years later. In addition, placements will be periodically reviewed through the Fair Access Panel.

If you would like to discuss this policy or have any queries then please contact:

Andrew Herbert, Headteacher.  
Primary Learning Support Service.  
Tel: 020 7974 8021

Please complete all sections and/or attach and refer to relevant other documents

Last name:		First name:		Date of birth:				
Home address:				Year group:				
Telephone:				Ethnicity:				
				1 <sup>st</sup> Language:				
				EAL Stage:				
Parents / carers				Language used in home:				
Name:		Name:		Free School Meals (Y/N):				
Relationship:		Relationship:		Looked After Child (Y/N):				
Who else lives in the home:								
Reason for referral / transfer request:								
National Curriculum Levels (date: )			English	Maths	Science	ICT	Art/ DT	PE
Tests: Key Stage (Please ✓ ) 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>								
Teacher assessments:								

	Period	%	Period	%
Authorised absence				
Unauthorised absence				
Lateness				
Exclusions (reason)	Type		Sessions	

**Medical information:**

Name and Address of GP:

**Special Educational Needs and Disabilities:**

Code Of Practice Stage: (Please ✓ ) School Action  School Action Plus  Statement

Category (Primary = 1, secondary = 2 etc) Learning  Communication  Sensory  Physical  SEBD

Current provision:

Previous in- and out-of-school interventions	From	To	Outcome

Preferred learning styles (what has worked well in school and what has not)

Barriers to learning (e.g. poor communications skills / emotional needs / attention difficulties )

Interests / out of school activities / membership of clubs:
Favourite lessons
Future Pathways / Career Aims / Ambitions

Please also comment on the following:
Family relationships:
Peer relationships:
General well-being:

<b>Alert for possible health and safety risk assessment</b>
Is there any indication that the student could present a risk to self or others? (Y/N): (If 'yes' please give details, including nature and level of risk, and suggested management):

Involvement of Safeguarding and Social Care			
Details	From	To	Contact

Involvement of other agencies (e.g. EWS, Behaviour Support, Youth Offending, Health, Housing, Psychology, etc.)			
Agency	From	To	Contact

Please list all other relevant plans attached and/or referred to in this document. (e.g. CAF, IEP, Risk Assessment, ASSET, Resettlement plan etc.)

Please supply any other information you have that may support the pupil's transition:

Name of person(s) completing this document	Date

Name of school / setting: