

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



Reviewed October 2020

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

Every local authority must have a Fair Access Protocol, agreed with the majority of its schools, in which all schools (including Academies) must participate since it is binding on all schools.¹

The requirement and guidance relating to Fair Access Protocols can be found in the School Admissions Code of Practice 2014 (3.9 p30) 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.*

Although the fair access protocol lies outside the normal admission arrangements, the protocol takes account of the published schools' admission numbers.

Where a school receives a 'requires improvement' judgement from Ofsted in regards to behaviour, the Fair Access Panel (FAP) will take this into consideration when making decisions about placements of young people. The FAP will not normally place at a school with an 'inadequate' judgement.

1. Principles of the Protocol

1. That the protocol is agreed and applied to all secondary schools, including voluntary aided, foundation and academies;
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.
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 Education Health Care Plans, the scale of Fair Access Panel admissions and gender balance.

¹ Fair Access Protocols: Principles and Processes, DfE 2012

1.2. Guidance on referrals

1. All families of children without a school place will be given information about school vacancies. 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 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 of a child who does not have a school place, will not be made to the Fair Access Panel where a place exists in the relevant year group in any Camden school 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.

2. In-year Admissions

Camden secondary schools will manage their own in year admission applications within the terms of the admissions code and will provide Camden Admissions Team with weekly 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 can not take an existing vacancy. Its purpose is to admit students over and above published admission limits where pupils are deemed to meet the Fair Access Panel criteria, having regard to principle 5 of this protocol (See Page 1)

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 twice². 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.

² School Admissions code 2014 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.

When a student who is on roll at Camden Centre for Learning, 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 student can be referred to the Fair Access Panel with the parent's consent. This is to mitigate against a school taking more than its fair share of children with challenging behaviour, to ensure that the transition is well planned and that reintegration support is in place for the child.

3. Fair access referral criteria

The following group of children have been agreed as meeting the criteria for this protocol. This list has been drawn up to reflect existing guidance and policy both locally and from central government.

Criteria 3.1 and 3.2 only apply where there are no vacancies in a Camden school in the relevant year group or where there is a specific and verified reason why the child cannot take up the available vacancy.

Cases under criteria 3.3 will always come to the Fair Access Panel; this is a step to ensure that schools take a fair share of students who have exhibited challenging behaviour in the past.

3.1. Children Missing Education (CME) for more than two months³:

The Local Authority's (LA) aim is to ensure every child fulfils their full potential. The LA 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. Fast-track referrals of Year 7 students will be considered during the spring and summer terms where they have never attended a secondary school, where there are no pending appeals and if there is no School Attendance Order in place. Fast-track referrals of KS4 students will be considered where an initial assessment recommends this.

3.2. Pupils with exceptional medical or social need:

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 at KS3/4. Pupils in this category would now be considered by Camden's Medical Needs Panel.

3.3. Permanently excluded pupils and managed moves:

A policy for the reintegration of excluded pupils was agreed by all Camden secondary head teachers in 2001 (updated 2020) and has been utilised since that time to return permanent excludees, to a mainstream school. Referrals to the Fair Access Panel for year 11 pupils

³ School Admissions Code, DfE 2014 para 3.15a

can only be made to the September or October panel. CCfL will only refer year 11 students who have the capacity to manage a GCSE curriculum in mainstream school.

Inclusion of these pupils in the Fair Access Panel criteria ensures that permanent excludees and managed moves to avoid permanent exclusion are taken account of in pupil quotas and for allocations to schools.

Camden schools may refer a student 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 student will integrate successfully into an alternative mainstream school.

3.4. Challenging Behaviour: Definition

Pupils with challenging behaviour are defined as:

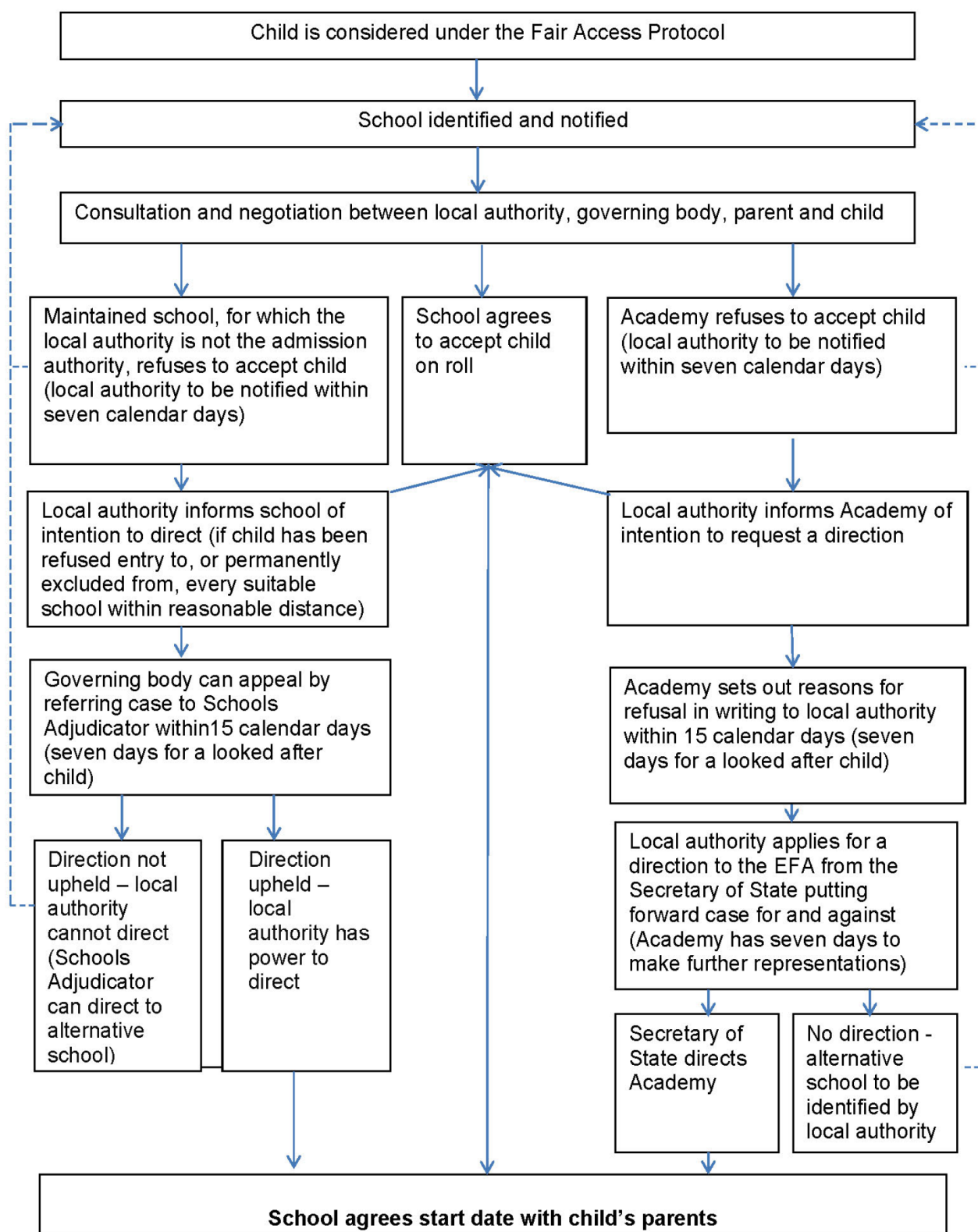
- Criminal behaviour resulting in a conviction within the previous 2 years preceding the request for a school place.
- Behaviour resulting in a permanent exclusion within the last 2 years preceding the request for a school place.
- Behaviour resulting in a significant number of fixed term exclusions or school based sanctions.

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 children⁴.

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

Directions flow chart (overview of process)



* Note: A community or voluntary controlled school cannot refuse to admit a pupil if requested by its own admissions authority.

4.2 Fair Access Panel (FAP)

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

Secondary Head Teacher (Chair)
(With rotation of Chair)
Secondary Head Teacher/s (x 2)
Governing Body Representation
Camden Centre for Learning Director or Head of school
School Inclusion Team Manager
Administrator – Minute taker

The panel will meet on a monthly basis. Three headteachers serve on the Panel with two forming a quorum. Headteachers serve for 9 Panel meetings on a rotation system, hosting and chairing three of these meetings.

In making placement decisions, the key considerations by the Panel are the number of fair access pupils taken by the school, proximity to home, parental preference and having regard to the quota information.

5. Fair Access Panel placements

5.1 Referrals

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

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 3 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 mental health needs which placed them at risk of permanent exclusion or led to a permanent exclusion. Once parental consent has been received, referrals should be sent to the School Inclusion Team who will make contact with the family.

The School Inclusion Team Manager or the Headteacher Chair of FAP could be available to discuss a possible referral in advance of a final decision being made about a referral to FAP if helpful.

A school may also apply, by written representation including some evidence provided to the School Inclusion Team, for a new student (i.e.: within one month of starting) to be added to their quota where that student has previously had a permanent exclusion or where it can be shown that the student was at imminent risk of permanent exclusion when they transferred to the school.

Where a school has received a pupil under a 'Managed Move' agreement to avoid exclusion, they will let the panel administrator know and be able claim a credit against their quota.

The School Inclusion Team will endeavour to ensure that the information presented to the panel regarding referrals is sufficient for the panel to make a decision about placement. All relevant information held by the young person's previous school should be shared with the Fair Access Panel, including details from the young person's welfare file and information about professionals currently involved with the child and family. Parental consent to share information will be secured. If there are presenting concerns a risk assessment would be undertaken by the appropriate agency.

Camden's Schools can refer pupils to Camden Pathways to seek alternative provision to mainstream school. Placements are monitored by Camden Pathways Team. See Appendix 4 for more information.

5.2 Allocation

As far as possible, the Fair Access Panel will seek to allocate pupils in proportion to each school. The panel will discuss cases referred and allocate pupils to schools taking into account:

- Schools quota capacity
- Order of rotation between schools / spread across three terms
- 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 decision to allocate a particular school if the religious affiliation cannot be met

The quota allocations will be reported back to the Panel at every meeting this will highlight the number of cases that have been classified as 'complex' ⁵ and provide contextual information on each school's number of students with Education Health Care Plans (SEMH) and managed moves.

5.3 School admission

Schools will meet the parent and offer a start date that is within 15 school days of referral from the panel. They will confirm the date of admission with the panel administrator. The Panel will receive reports on start dates.

5.4 Right of Appeal

⁵ FAP placements to be regarded as having additional/complex needs in relation to the quota of placements:

- All CCFL reintegrations
- Has had permanent or multiple fixed term exclusions
- Has been managed moved to avoid exclusion
- Assessments have recognised concerns about behaviour
- Has mental health needs

A school may ask the Panel to allocate a different school 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
- Peer/gang related concerns or exceptional year group issues.

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 Supporting People 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.

5.5 Transparency

The protocol and quota of allocation of pupils admitted through the Fair Access protocol will be reviewed annually and processes reviewed to take account of Head Teacher views and issues that have arisen through the year.

5.6 Pupil Numbers

If the total pupil quota exceeds 50 in a year, the panel will meet to reassess the quota and schools will be consulted on any resulting changes.

Associated documents

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

- Appendix 1: Managed Move Guidance
- Appendix 2: Reintegration Policy for Pupils at Camden Centre for Learning
- Appendix 3: Funding Arrangements
- Appendix 3: Royal Free Hospital Children's School Alternative Provision Offer
- Appendix 4: Camden Pathways
- Appendix 5: Student Information Passport
- Appendix 6: Fair Access Panel Grant Form

APPENDIX 1

Managed Moves Guidance: Secondary Schools

School Inclusion Team
(Updated October 2020)

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 within 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 promote 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 Education Health Care Plans, 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 the Local Authority 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 pupil with an Education Health Care Plan, 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 services, including 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 governors 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 and 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 (Model 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 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 student 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 (Model 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 Review 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 and start to attend the full time programme 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 (Model Letter 1)

Availability of reintegration funds

Schools who permanently exclude are charged £3000 and where one of the students has a managed move to a PRU, £2000 will be deducted. All schools have access to the reintegration fund for support to prevent exclusions and support integrations. (See Appendix 3)

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. In some cases, schools are advised to agree the managed move on a trial basis, whereby the Headteacher of the receiving school may, at any point, during the agreed trial period, decide that the placement has not been successful. In this case, the student would return to the home school. Trial managed move letter is available (See Model Letter 3).

The school can refer the situation back to the School Inclusion Team for discussion of any possible alternatives, including a transfer to a PRU.

Model Letter 1

Managed move to avoid permanent exclusion

Dear [Parent's name]

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 0300 0115 142.

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.

Model Letter 2

Notification to parent of an initial fixed term exclusion to allow time to explore alternatives to permanent exclusion

Dear [Parent's name],

Name **DOB of student**

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 Local Authority 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 DfE recommendations the school are using this time to look at alternatives 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, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/tribunals/send/appeals>). Making a claim would not affect your right to make representations to the discipline committee.

You have a duty to ensure that your child is not present in a public place during the [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 **[6th 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 have the right to view or request a copy of your child's educational record. Upon receipt of a written request we have 15 school days in which to prepare and allow you to view the records as per the Education (Pupil Information) (England) Regulations 2005. We are happy to provide you with a hard copy but there may be charge for photocopying.

To view a copy of the statutory guidance in relation to exclusions; '*exclusion from maintained schools, Academies and pupil referral units in England*', please access the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_guidance.pdf

You may wish to contact Dylan Buckle, School Inclusion Team Manager at Camden local authority on Dylan.Buckle@camden.gov.uk (0207 974 1654), who can provide advice. You may also find it useful to contact the Coram Children's Legal Centre (www.childrenslegalcentre.com) who can provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485. ACE Education (<http://www.ace-ed.org.uk>) have an advice line service on 0300 0115 142 (Monday to Wednesday 10am – 1.00pm during term time). There is also a Camden based agency The CarAf Centre (www.thecarafcentre.co.uk) that you can contact for support: on 020 7284 0030.

Yours sincerely,

Head teacher

Model Letter 3

Trial Managed Move Letter

Dear (parent's name)

(STUDENT'S NAME) TRIAL PLACEMENT AT (RECEIVING SCHOOL)

I write to confirm the details of (student) trial placement at (receiving school), further to (teacher's name) telephone conversation with you.

We are very grateful that (Headteacher) at (receiving school), has agreed to a trial placement for (Pupil). We hope that the trial placement will be successful and once completed (pupil) will transfer to the roll of (receiving school) on a managed move.

The trial period will extend from (Dates of trial period). For this period of time, (pupil's name) will be on roll at both (school requesting managed move) and (receiving school). (School requesting managed move) will retain prime responsibility for him although he will be educated at (receiving school).

I hope that (pupil) will make the most of this second chance at (receiving school). He should aim to maintain his excellent attendance at school and improve his punctuality. I have informed (receiving Headteacher) that you have always worked well with the school and, whilst rightly looking out for your son's/ daughter's interests, you have also been fully supportive.

We would not have negotiated the placement at (receiving school) if I believed that (pupil) could not make a success of it. We believe that (pupil) can demonstrate high standards of conduct and a positive approach to learning at school. However, I do have to let you know that if (Pupil's) placement breaks down at (receiving school) I will have to reinstate the permanent exclusion.

We wish (Pupil) the very best in his placement at (receiving School).

Yours sincerely

Headteacher

NB: Paragraph 4 is an example and should be changed as appropriate.

APPENDIX 2

Reintegration policy for pupils at Camden Centre for Learning

Introduction

This document is an update of the reintegration policy agreed between Camden Local Authority and Camden Secondary Schools in 2001. It relates to the reintegration of Camden students into mainstream schools who have been on roll at the Camden Centre for Learning.

The aim of the policy is to promote the swift and successful reintegration of excluded students who are suitable for mainstream schools.

This policy was developed after consultation with Camden Secondary schools and the Local Authority and has now been integrated into the Fair Access Protocol agreed in 2006. The policy addresses principles outlined in a range of legislation and guidance relating to Social Inclusion, including the Education and Inspections Act 2006 Part 1, which places a duty on the Local Authority to ensure fair access to educational opportunity that promotes the fulfilment by every child of their educational potential. These include the principles of Integrated Working, the direct involvement of pupils and their parents and the rapid reintegration of students into mainstream schools where appropriate. Locally the policy meets priorities within The Camden Plan (2025), including “everyone should be able to contribute to the community”.

This policy acknowledges the responsibilities of both the local authority and of Head teachers and governing bodies of schools in the reintegration process. The Local Authority being responsible for ensuring that students 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).

A decision to admit any individual student involves the agreement of the Local Authority, Head teacher and consideration of both the needs and preferences of the student/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 Camden Centre for Learning are a priority group that receives additional reintegration resources. Students with two permanent exclusions will rarely be deemed suitable for reintegration to mainstream school.

Procedure for Reintegration

Camden students who are permanently excluded, are offered a place at the Camden Centre for Learning (CCfL). During their time at the CCfL, students 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 Youth Offending Service etc are made at this time, if appropriate. Students and parents/carers are active partners in these processes.

Students 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.

Students' progress towards behavioural and educational targets is closely monitored and after a period of time (usually between half a term and two terms) a decision is made as to whether the student is suitable for reintegration into a mainstream secondary school. Decisions are taken

involving the multi-agency team at CCfL. Various indicators will be used to determine whether a student 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 academic progress.

As part of the preparation for returning a child to mainstream education, visits will be arranged by the CCfL to 3 Camden secondary schools. Schools have agreed to host these visits on the basis that it enables the child and family to express informed opinions when expressing and explaining their preferences. Their preferences will form part of a report to the Fair Access Panel. It is also 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 student is suitable for mainstream placement, the CCfL will collate the information it has gathered to create an outline case history of that student. This information will be presented to the Fair Access Panel, who will discuss the details of the financial and professional package that could be offered to support the student through the FAP fund. The referral to the FAP will include a recommendation as to which school(s) will be appropriate to meet the student's needs, taking into account student and parent preferences.

Referrals to the Fair Access Panel for year 11 pupils can only be made to the September or October panel. CCfL will only refer year 11 students who have the capacity to manage a GCSE curriculum in mainstream school.

Where reintegration of a student into a mainstream Camden school is considered appropriate, having regard to the views of professionals at the CCfL, the FAP, the Local Authority and the family, 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 student attending the mainstream school initially on a part time basis, as agreed between the receiving school and CCfL staff. The rest of the time the student will continue to attend the CCfL. At this point the student will become dually registered both with the mainstream school and the CCfL.

The student and school will be supported in the reintegration process by staff from the CCfL. At the beginning of the reintegration, a reintegration plan should be put in place which highlights the support a child will receive from the school, parent and CCfL, any targets and the timescale for reviews. It is expected that each school will have a named person within school who will co-ordinate the reintegration process for students 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, usually every 2-4 weeks) 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 into 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, CCfL staff, student and parents/carers. Other professionals involved in supporting the pupil may also attend and will usually be involved in the reintegration process itself. If a student has an EHCP, an emergency annual review will be called if the mainstream placement is at risk of being terminated.

The student's time in school, if successful, will be gradually increased until they are attending full time. The time period for this process will be one term. Students in year 10 will often increase their attendance to full time more quickly to support their progress in accredited courses. In certain circumstances, a student may still attend the CCfL after this time; however, in most cases

reintegration support for the student will be removed at this stage. Before a student moves to single roll with the mainstream school, the Fair Access Panel should be informed so that this can be recorded and monitored.

If the process has not been successful, then the pupil will return to the CCfL 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, CCfL will offer a "managed move" before permanent exclusion if the parents agree. If formal permanent exclusion processes are necessary, the Local Authority will not claim back any payment that has been made to the school in relation to the reintegration.

A school agreeing to accept a student on a reintegration programme from CCfL will receive a one-off payment of £3000 as soon as the student is on a full-time timetable. (See Appendix 3)

Monitoring and Evaluation

The Reintegration Policy will be monitored and evaluated by the CCfL. In order to monitor the process of reintegration of students the following events will take place:

- A two weekly meeting will take place at CCfL looking at reintegration issues. Each student at CCfL will be considered individually and any general issues that are arising will also be considered.

In order to measure the success of the reintegration process, figures of successful re-integrations will be kept by the CCfL. A successful reintegration will be considered to be one in which the student 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:

Gaby Thomas, Head of School, Camden Centre for Learning KS3 & KS4 PRUs

Email: Gabriella.Thomas.CCFL@Camden.Gov.uk Tel: 020 7974 3936

Address: Camden Centre for Learning (CCfL), Harmood Street. NW1 8DP

APPENDIX 3

Funding Arrangements

Funds attached to excluded pupils to prevent exclusion and support re- integration

For approximately 15 years there has been an agreement that the local authority charges schools a flat fee of £3000 per permanently excluded pupil but does not additionally recover the basic entitlement: AWPU. The £3000 when initially agreed was roughly in line with the AWPU at this time however this has increased whilst the flat fee for exclusions has remained the same. (AWPU 2020-21 range is £5069–5578).

This £3000 is used to help pupils reintegrate into other education provision, such as a new school or alternative education, and to meet claims made to Camden from other Local Authorities under the Funding Following Permanent Excluded Pupils arrangements for pupils who live out of borough⁶.

It is local practice to charge schools less for managed move to the PRU to avoid permanent exclusion than would be deducted for a permanent exclusion (£3000); currently this is a flat fee of £2000. This money is passed on to schools that receive students following exclusion and funds reintegration after a period in the PRU.

A school agreeing to accept a student on a reintegration programme from CCfL will receive a one-off payment of £3000 as soon as the student is on a full-time timetable.

The transfer of funds for students who are excluded and reintegrated takes place at two fixed points during the year at the end of the Autumn Term and the beginning of the Summer Term.

A breakdown of debits and credits is outlined below.

Debits	
Permanent Exclusion	£3,000
Managed Move to the PRU	£2,000
Credits	
Reintegration: All students reintegrated from CCfL	£3,000

⁶ The Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999

FAP Grant

The funding recouped from schools for exclusions and manage moves is added to a small amount of central funding and together this forms the FAP Grant. All schools have access to the FAP Grant to prevent exclusions and support reintegration. The maximum amount of funding is £3000 per pupil and can be requested by schools by completing the Fair Access Panel Grant Form in Appendix 7. This funding is to support children at serious risk of exclusion whilst the school explore more long-term sustainable solutions.

FAP Funding Request Form	
To prevent permanent exclusion	£3,000

Manged Moves: School to School

The use of managed moves/transfers can provide a positive alternative to permanent exclusion as well as a fresh start for a student. Schools will receive funding for these students following the Spring Census in January. Depending on when the exclusion is issued schools are free to negotiate and agree a fair amount for taking the pupil. Secondary Head teachers have suggested £1500 at any point in the academic year. Payment should be made following end of the dual roll period, usually 6-weeks. If schools agree a mutual exchange of pupils at risk of exclusion no exchange of funding will take place.

Managed Move School to School	
Voluntary agreement between schools to support a managed move	£1,500

APPENDIX 4



Royal Free Hospital Children's School – Alternative Provision Offer 2020/21

1- GCSE Programme @ The Hive

The Royal Free Hospital Children's School is a Community Special School based in The London Borough of Camden with a diverse intake of students from both Camden and surrounding boroughs.

We offer high quality education for all children who are inpatients or daypatients at the Royal Free Hospital. We also provide a limited number of places (around 20) on an alternative GCSE programme for children who are not inpatients but who are receiving support from medical or mental health services. Priority is given to young people living in the London Borough of Camden or attending local schools.

Pupils at The Hive tend to have complex and inter-related special educational needs affecting their ability to learn which would include one of the following:

- Significant emotional vulnerability or mental health needs affecting their ability to thrive in mainstream school
- Severe and persistent attendance issues in association with significant anxiety, emotional vulnerability and/or school refusal

RFHCS is able to make a fairly full offer of 5+ GCSEs at KS4 as well as a good range of alternative qualifications and accreditation. We are registered with all UK public examination boards.

On a day-to-day basis, the school provides class-based group teaching, opportunities for KS4 self-supported study and one-to-one tuition, which includes time with their Personal Tutor and a range of additional support and interventions. Teachers create a professional but very supportive and collaborative learning environment – called 'The Challenge Model' - tailored to the needs of this largely anxious/vulnerable target group.

For 2020/21 standard places on the KS4 GCSE Programme will be funded through an SLA (attached) at £9000 per year. The SLA clearly sets out roles and responsibilities for the placement together with a more detailed overview of the provision here. Pupils will be on dual or single roll depending on their year group or situation.

Any further questions or queries please get in touch at head@royalfree.camden.sch.uk

or have a look at our website at www.royalfree.camden.sch.uk

2- The Thomas Group @CLC

The Thomas Group is a small, nurturing educational setting primarily aimed at children aged 11-14 presenting with social, emotional or psychological difficulties that have made attending mainstream education difficult. Priority is given to young people living in the London Borough of Camden or attending local schools. The group is currently located at Camden Learning Centre and the aim is to provide a *short term intervention* over no more than two terms.

Personalised and effective education is provided, helping to keep children motivated, connected to their normal world and preventing them from falling behind or suffering educational failure. The majority of

children recruited to the group are receiving support from medical or mental health services TTG facilitates their recovery from the emotional, psychological and educational deficits they have experienced.

Pupils in The Thomas group typically present with complex and inter-related special educational needs which affect their ability to learn. This could include one of the following:

- Significant emotional vulnerability or mental health needs affecting their ability to thrive in mainstream school
- Severe and persistent attendance issues in association with significant anxiety, emotional vulnerability and/or school refusal

On a day-to-day basis the normal curriculum is taught and in addition pupils are rehabilitated to a learning environment consisting of class-based group teaching, opportunities for KS3 self-supported study and one-to-one tuition and therapeutic interventions. TTG provides a professional but very supportive and collaborative learning environment – tailored to the needs of each individual. Pupils get individual attention from the same teacher while remaining in a classroom context and over time this generates trust and enables them to re-engage in learning.

For 2020/2021 places in The Thomas Group will be funded through an SLA (attached) at a cost to Camden schools of £2000 per term. The SLA clearly sets out roles and responsibilities for the placement together with a more detailed overview of the provision and how to make a referral. Pupils will generally be placed on dual roll with the RFCHS and their home school for the duration of the placement.

Any further questions or queries please contact TTG Director - Margaret Moore
Margaret.moore@royalfree.camden.sch.uk

or have a look at our website at www.royalfree.camden.sch.uk

3- LinkEd Up

RFHCS is trialling a new pilot remote learning programme from Autumn 2020. LinkEd Up is currently planned as two weeks of online sessions for secondary age run by the RFHCS and occasionally young people's own school staff would sit in on them.

The online sessions would be aimed at helping young people come to terms with their anxieties about returning to school, and would seek re-engage them by establishing links with staff from their own school.

Online activities during the two weeks would include drama-therapy, P4C, circle time and group tutor sessions, along with Art, Music and an introduction to self-help for anxiety through www.thinkingcards.org

- If you think there maybe one or more young people at your school who are not returning, or have poor attendance after lockdown and you would like to work with us to try to address the problem, then please email Mike Kelly michael.kelly@royalfree.camden.sch.uk

There is currently no charge for the pilot programme.

Camden Pathways

Camden's Pathways is a partnership between Camden secondary schools, Camden Centre for Learning and the Local Authority. The programme was initiated to extend the range of KS4 curriculum pathways available to young people in Camden schools and to centralise alternative provision referrals, to ensure high levels of support for pupils and to provide excellent quality assurance of providers.

Camden Pathways offers vocational education, a different educational environment and style of education delivery for pupils in years 10 and 11 on roll at a Camden school. The programme is for young people who may have become disengaged from mainstream education. They will have an interest in vocational education and believe that a placement in alternative provision will give them the best opportunities to achieve and progress into post 16 education. Parents/carers must give consent for the referral to alternative provision.

Referrals to the programme are made by Camden schools to the Alternative Provision Coordinator who, alongside their team is responsible for arranging placements for students and monitoring attendance, progress and educational outcomes.

Referral procedure:

- Schools send referral documents to the Alternative Provision (AP) Coordinator with written consent from the parent/carer for the referral and information sharing.
- AP coordinator confirms suitability of the referral with the school.
- AP Team meet the young person, parent/carer and school to provide information and identify suitable providers
- Referrals are made to education providers by the AP Team
- Young person, parent and member of the AP team attend Initial meetings / interviews with education providers. Once a placement is agreed, a start date will be arranged and the young person will complete an induction period.

Alternative Education Providers:

The AP team work with local alternative education providers to offer a wide range of qualifications and subjects to ensure that young people have a choice of courses that match their interests and ability.

All providers are DFE registered and the education provision is regularly quality assured. Alternative provision can offer a different learning environment, smaller class sizes and a more hands on learning approach. All providers deliver PSCE and pastoral support and students are required to take Maths and English qualifications.

A brochure is available with details about the Camden Pathways offer. A link is available for the brochure on the Camden Centre for Learning website:

<https://www.ccfl.camden.sch.uk/Alternative-Pathways-Programme/>

For further information or to discuss a referral, please contact:

Kirsti Byrne - Alternative Provision Co-ordinator

Address: Camden Centre for Learning, Agincourt Road, NW3 2NY

Tel: 020 7974 4508 **Mobile:** 07775 407349 **Email:** Kirsti.byrne.ccfl@camden.gov.uk

APPENDIX 6

Student Information Passport



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

Last name:		First name:		Date form completed/updated:	
Home address:				Date of birth:	
				Year group:	
				Gender:	
				Ethnicity:	
Parent / carer Name: Relationship: Telephone: Email:		Parent / carer Name: Relationship: Telephone: Email:		UPN:	
				EAL Stage:	
				1 st Language:	
				Language used in home:	
				Religion:	
Emergency contact name and number:					
Other people in the home:					
Eligible for pupil premium funding: Yes / No			Eligible for free school meals: Yes / No		
Reason for referral / transfer request:					
Academic profile: (Please attach current profile & assessment matrix)		English	Maths	Science	Other – list any
Tests : Key Stage 1					
Tests: Key Stage 2					
Current levels (Significantly below expected / Below Expected / at expected / above expected / Significantly above expected levels)					
Accreditation already achieved:					
Attendance (Please attach attendance printout)		Current year %		Previous year %	
Total attendance %					
Authorised absence %					
Unauthorised absence %					
Lateness (no of lates)					
Exclusions (reason)			Type	Sessions	From To
Medical information. (List all medical conditions, including any diagnosis of disorder e.g. ASD / ADHD)					
Name and Address of GP:					
Special Educational Needs and Disabilities: Code Of Practice Stage: (Please ✓)					
SEN support <input type="checkbox"/> Education, Health and Care Plan <input type="checkbox"/> Currently undergoing EHC statutory assessment <input type="checkbox"/>					
Exceptional Needs Grant <input type="checkbox"/> Date from: Date to:					
Primary need (✓ only one)					
Cognition and learning <input type="checkbox"/>		Cognition and learning <input type="checkbox"/>			
Communication <input type="checkbox"/>		Communication <input type="checkbox"/>			
Physical & sensory <input type="checkbox"/>		Physical & sensory <input type="checkbox"/>			
SEMH <input type="checkbox"/>		SEMH <input type="checkbox"/>			

Education History. (Please list all schools attended)			
Name of school	Date from	Date to	Reason for leaving
Previous in- and out-of-school interventions			
Intervention	From	To	Outcome
Learning Strengths:			
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:

Alert for possible health and safety risk assessment
Is there any indication that the student could present a risk to self or others? Yes / No: (If 'yes' please give copy of latest risk assessment, including nature & level of risk, & suggested management):

Involvement of Safeguarding and Social Care			
Name/Agency	From	To	Contact Details

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

Please attach any relevant plans and / or reports. (E.g. CAF, EP assessment, CAMHS assessment, School end of year report, IEP, Risk Assessment, ASSET etc.)	Date:	Attached (✓)

Please supply any other information you have that may support the pupil's transition:		
Name of person(s) completing this document:		
Position in School:	Email address:	
Name of school / setting:	Date:	

Fair Access Panel Grant

Please E-mail forms to Dylan.Buckle@camden.gov.uk

PLEASE COMPLETE ALL SECTIONS OF THE FORM AS FULLY AS POSSIBLE

All Camden secondary schools work in partnership to implement the Fair Access Protocol through their commitment to and participation in Fair Access Panel (FAP). The FAP exists to ensure that access to education is secured quickly for children that do not have a school place, and to guarantee that all schools in the borough admit a fair proportion of children with challenging behaviour.

As a Behavior Partnership, the FAP has also taken on the role of monitoring the circulation of funding following excluded pupils and to use this to support steps to avoid permanent exclusion. This fund can be applied for by completing this form. The fund is not resourced to deal with long term support needs but can help in the short term while other support is put in place, such as an EHCP, or while issues are resolved. The fund is not available in relation to children who already have an EHCP.

The maximum amount of funding is £3000 per pupil. The grant is allocated installments or specific amounts. If you require funding for a specific intervention please give details of costs for e.g.: "12 Art Therapy Sessions £120 per session. Total cost £1440"

Once the first payment has been received, we require an update on the impact of the funding and pupil progress in order to allocate further funding.

Pupil Information

School:	Year Group:
Pupil's Name:	Date of Birth:

Funding Criteria

Please select the main reason extra funding is required to support this vulnerable pupil in the school:

Non EHCP/ENG pupil at risk of permanent exclusion	<input type="checkbox"/>
To support a managed move to another school	<input type="checkbox"/>
Permanent Excluee (from previous School)	<input type="checkbox"/>
Looked After Child needing extra support	<input type="checkbox"/>
Pupil is offending or has criminal record or has identified anti-social behaviour	<input type="checkbox"/>
Traveller / Mobile Student – reintegration	<input type="checkbox"/>
Pupil placed by FAP referral requiring additional support	<input type="checkbox"/>

Please outline the pupils barriers to learning and additional support requirements

Please indicate and summerise how the school has used its delegated funding for SEND and Pupil Premium to support this child.

<input type="checkbox"/>	Literacy and Numeracy strategies	Extra-curricular activities (clubs)	<input type="checkbox"/>
<input type="checkbox"/>	SALT	Additional Resources	<input type="checkbox"/>
<input type="checkbox"/>	Additional teaching support (whole class)	1:1 Support	<input type="checkbox"/>
<input type="checkbox"/>	Nurture group	Other (please specify below)	<input type="checkbox"/>

Please provide a summary:

Please outline how the FAP funding will be used to support this pupil whilst longer term strategies are put in place

Proposed Support / Intervention	Number of weeks / Sessions	Cost
Total funding request	£	

Referrers Details

Name:	E-mail:
Telephone:	Date: