

CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE 27 FEBRUARY 2018

Subject Heading:

Havering In Year Fair Access Protocol

SLT Lead:

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Policy context:

School Admissions

SUMMARY

Consistent with Havering's vision to ensure a good start for every child to reach their full potential, this report updates members of the Committee on progress to improve fair access admissions arrangements across Havering's schools.

RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee note the content of the report, and they continue to receive updates on school fair access admissions.

REPORT DETAIL

1. The School Admissions Code requires each local authority to have in place a Fair Access Protocol which all local schools/academies must adhere to.
2. Section 3.11 of the School Admission Code states "All admission authorities **must** participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly. There is no duty for

local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol”.

3. Reintegration or transition support for students placed via the In Year Fair Access Protocol (IYFAP) process is available to assist the successful reintegration of students back into school. Access to this support is agreed via the IYFAP process to enable more effective transition and re integration for students who would be difficult to place without additional specialist support.
4. The IYFAP protocol reflects the Local Authorities responsibility for safeguarding and promoting the welfare of children and young people as well as attempting to ensure an educational attainment and achievement.
5. All Havering Head teachers and governing bodies have agreed to the aims, principals and procedures of the IYFAP.
6. The aims of the In Year Fair Access Protocol are to;
 - Acknowledge the real needs of vulnerable young people who are not on the roll of a school and to ensure that an appropriate placement is identified quickly and pupils/young people are on roll within 10 school days of the panel;
 - Seek to find an alternative placement or support for those on roll of a school where it can be demonstrated that they are at risk of permanent exclusion;
 - Fairly share the admission of vulnerable students across all schools/academies (where the panel agree that another mainstream school place should be identified);
 - Arrange such admissions openly through a process which has the confidence of all;
 - Record the progress and successes of the young people placed through this panel.

The decision-making process and role of Pre Panel

7. Cases are brought to the pre panel by the Vulnerable Children’s Coordinator who collates parent and school information to support each referral. A Pre panel is made up of the Admissions and Inclusions Manager, two head teachers, Vulnerable Children’s Co-ordinator, Youth Offending officer, Behaviour Support officers, CHAMS, Police, SEN, and the Alternative Provisions Manager.
8. The Pre Panel meets on a monthly basis to discuss each of the pupils in detail. Before recommendations are made, the Pre-Panel takes into consideration the following factors:
 - The number of vacancies at each school/academy in each year group;
 - The total number of pupils/young people that have been admitted to each school/academy in each year group through the IYFAP process in the last academic year;

- The number of schools/academies (if any) that have failed to admit;
 - Any relevant data on special educational needs
 - Background information on pupil/young person, provided by the previous school and other relevant agencies with knowledge of the pupil. This would include any known risks in relation to the pupil, such as risk of sexual exploitation, use of drugs, anti-social behaviour etc.
9. Before a final decision is recommended, the Pre-panel also takes into account:
- the School Admissions Code;
 - the number of pupils/young people admitted through the IYFAP process in the current academic year;
 - the number of pupils/young people admitted through the SEND process in the current year.
 - the needs of the pupil/young person, where this is known;
 - any reasons why the school/academy may not be able to respond to the needs of the pupil/young person;
 - the individual context of a school/academy in relation to recently excluded pupil/young people and measures taken to prevent exclusion of pupils/young people already at a school/academy;
 - additional considerations may include the location from pupils/young people home, subject aspirations, gender, religion & culture and siblings within the school/academy;
 - the individual context of a school/academy in relation to requests for an education, health and care plan.
 - a pupil/young person will not be referred to a school/academy that is placed in an Ofsted Category, unless under exceptional circumstances.

The Main IYFAP Panel

10. This panel meets a week after the Pre Panel and consists of the primary Head teachers / secondary Head teachers or their nominated assistants, along with the Vulnerable Children's Co-ordinator, Admissions and Inclusions Manager, Attendance Manager. This panel is chaired by a senior Local Authority Manager.

Number of Cases Referred

11. The number of referrals has risen steadily since the introduction of IYFAP in 2014, and below is a summary of the number of cases referred;

2014/2015	287
2015/2016	351

2016/2017	401
2017/2018	294 (to January 2018)

Social Inclusion Funding

12. The Social Inclusion Funding is in place so that schools and academies can apply for “top up” funding towards the costs of approved learning support/pastoral support, and/or alternative provision, for students who are at risk of permanent exclusion.
13. Where an alternative educational placement is determined most suitable to meet the needs of a pupil/young person, this provision is identified in principle, and ratified by the panel.
14. Decisions are reached by consensus, whenever possible, with the chair mandated to take action where this has not proved possible.
15. The categories for pupils who require additional support include;
 1. Y11 Students who move into the borough who are hard to place.
 2. All age students as listed below who are at risk of permanent exclusion and who would benefit from an intervention. This can be through part / full time alternative educational provision or learning support/pastoral support. This is to enable pupils to complete their statutory education particularly if all other interventions have failed.
 - a. At risk early intervention required
 - b. At risk of exclusion
 - c. School refuser
 - d. Medical with no CAHMS
 - e. Complex needs with no EHCP
 3. Reintegration support.

Financial Support Guidelines for SIF (Social Inclusion Fund)

16. Students as listed above who are at risk of exclusion, may be placed in alternative provision by the school or AP Commissioner, or may be provided with additional learning support or pastoral support. Support may follow, or be part of a school transfer. All cases are ratified through IYFAP, and only those cases that meet the criteria will be allocated funding. For example, a student is at risk of permanent exclusion and all reasonable interventions to improve behaviour have been taken and have failed.
17. Provision for ‘hard to place’ Y11 students are likely to be through the AP Census, or placement in schools which are ratified through the IYFAP Process.

- a. The costs of placements (up to 20 places) through the AP Census to be met from the Y11 Late Arrivals Budget, as previously agreed with the Funding forum.
 - b. Schools admitting a student through IYFAP to be supported through the allocation of funding for the remainder of the current school year based on the KS AWPU and the number of weeks until the end of the academic year or the date on which the student would normally be expected to leave the school. The leaving date for KS4 is the last Friday in June.
18. Alternative Provision for pupils unable to return to mainstream school are known as AP Census pupils, and are managed as a school by the Admissions and Inclusion team.
19. Provision for 'hard to place' Y11 students may be through the AP Census or placement in schools which are ratified through the IYFAP Process.
- a. The costs of placements (up to 20 places) through the AP Census to be met from the Y11 Late Arrivals Budget, as previously agreed with the Funding forum.
 - b. Schools admitting a student through IYFAP to be supported through the allocation of funding for the remainder of the current school year based on the KS AWPU and the number of weeks until the end of the academic year or the date on which the student would normally be expected to leave the school. The leaving date for KS4 is the last Friday in June.

Social Inclusion Funding/Schools Alternative Provisions & Referrals

20. The number of referrals has also risen steadily since the introduction of SIF in 2015, and below is a summary of the number of cases referred;

2015/2016 - £129,361.99 = 86 referrals

2016/2017 - £244,467.36 = 135 referrals

2017/2018 - £337,498.34 (April 2017 - January 2018) = 108 referrals

Social Inclusion Funding / AP Census

21. AP Census started in September 2016, and the first term for 2017 saw a small number of pupils being placed, with the Autumn & Spring terms being lower than expected. However, 2017/2018 started with a total of 18 pupils which has resulted in the budget actuals increasing significantly.

2016/2017 – £69,317.58 = 28 pupils referred

2017/2018 – £164,858.44 (April 2017-January 2018) = 23 pupils referred

Next steps

22. The authority continues to monitor the admissions arrangements of all schools on a regular basis. This includes evaluation of referral data and a greater use of the powers available to the authority where schools are a cause for concern.

IMPLICATIONS AND RISKS

Financial implications and risks:

None arising directly as a result of this report.

Legal implications and risks:

It is recommended that the Overview and Scrutiny Committee notes the content of the Report and notes that further reports will be presented.

Human Resources implications and risks:

The recommendations made in this report do not give rise to any identifiable HR risks or implications that would affect either the Council or its workforce.

Equalities implications and risks:

As a public authority the Council is required to comply with the general duty as set out in the Equality Act .This states that those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

BACKGROUND PAPERS

None