



CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 30 APRIL 2018

Subject Heading:	Admissions & Inclusions
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Policy context:	Pupil Admissions to Schools and Inclusions
Financial summary:	There is no financial summary/implication to this report.

The subject matter of this report deals with the following Council Objectives

Communities	<input checked="" type="checkbox"/>
Places	<input type="checkbox"/>
Opportunities	<input type="checkbox"/>
Connections	<input type="checkbox"/>

SUMMARY

To be consistent with Havering's vision to ensure a good start for every child to reach their full potential during their educational journey.

This report updates members of the Committee on the progress made to improve School Admissions & Inclusions arrangements, across all Havering's Schools / Academies and Alternative Provisions.

RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee note the content of the report, and they continue to receive updates on School Admissions & Inclusions arrangements.

REPORT DETAIL

Admissions & Inclusions

The newly restructured Admissions & Inclusions Team (March 2019) is divided into three areas Early Years, Admissions & Inclusions. Each area focuses on specific cohorts of children to ensure tight multi agency and multi-disciplinary processes are in place and are in accordance with statutory guidance. This report details these areas.

Early Years

Coordinates the admissions of children ages 0-5 into early year's provisions and schools / academies across Havering, and provides support for families accessing the early education entitlement and 30 hours.

Admissions

Coordinates the admissions of children ages 5-16 into schools / academies across Havering and provides support for parents during the application process and is responsible for administering and presenting school appeals and school transport for pupils without an Educational, Health and Care Plan.

Inclusions

Coordinates the Inclusions of children aged 5-16 into school / academies and alternative provisions to prevent exclusions where possible and offers alternative pathways to support pupils and set them back on track to achieve the best possible outcome from their education.

Team Functions - The Admissions & Inclusions Team manages its pupils using central databases that enable the allocation of school places and track where the pupils are attending their education.

Cohort – Are pupils entering Reception, Junior School or Secondary in September; these applications are part of a co-ordinated admissions round and are administered by the School Admissions & Inclusions Team. Applicant information is co-ordinated amongst all London Admission Authorities prior to the start of September. The law states this is compulsory for all Schools / Academies to participate in.

Refusal to Admit - The role of the Local Authority is to make arrangements for children who are without a school place. The School Admissions Code is very clear that schools / academies cannot refuse to admit children because of previous attendance, behaviour or attitude towards learning amongst other reasons. If the Team are made aware of a Havering child who is out of school and there are no vacancies at any of the schools / academies applied for, the Team offer an alternative place at the closest to the home school that has a vacancy, regardless of the type of school.

In-Year - Applications for In-Year admissions are usually made by parents/carers who have moved into Havering and require a school place for their child and who wish their child to transfer between schools / academies.

The centrally managed In-Year application process ensures that:

- Safeguarding responsibilities of schools / academies and Local Authority are met
- Children who are out of school are suitably supported
- Fair access cases can be identified quickly

It is extremely important that a child has continuity in their education and the Local Authority strongly discourages unnecessary transfers between schools. However, parents have a legal right to apply for a school place regardless of the reasons for transfer.

Permanent Exclusions (PEX) - The Local Authority has a statutory duty to provide pupils who have been Permanently Excluded an education from day 6 of the PEX. The Team work with schools / academies to avoid PEX where possible and offer other alternative pathways to support pupils and set them back on track to achieve.

Schools / academies are expected to work with children and their families to prevent unnecessary transfers happening.

In Year Fair Access Protocol – The Local Authority has a Statutory Duty to provide a Fair Access Protocol. This is managed by the Team who:

- Assess the real needs of vulnerable young people who are not on the roll of a school and ensures an appropriate placement is identified quickly and pupils/young people are on roll within 10 school days of Fair Access Panel meeting;
- Seeks 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;
- Records the progress and successes of the young people placed through this panel.

Alternative Provision (AP) - The Team work directly with schools / academies, families to support vulnerable pupils who are at risk of exclusion or who have been excluded from a school or academy.

The Team operates a cross borough Inclusion Gateway process that has been developed in collaboration with schools / academies and provisions to incorporate a multi-disciplinary approach. This approach provides a single point of contact for all school/academy referrals where pupil's needs are assessed and analysed to ensure correct pathway is identified for that pupil at the point of need.

Facilitates and co-ordinates services and support for pupils who are at risk and those with protected characteristics.

- Pupils with high levels of vulnerability and those with significant challenging behaviour are forwarded to the IYFAP panel for consideration
- Pupils who are new to the borough or area are offered a school place

Elective Home Education (EHE) - The Team identifies and monitors EHE children and supports families by identifying schools / academies and enabling parents to re-engage their children back into the education system if parents wish. Preparations for Positive Pathways for post 16 are supported.

Hospital Education Support Service - A Teacher that provides education to pupils who are in hospital, or who are leaving hospital and are not able to attend mainstream school.

Traded Services - The Admissions & Inclusions Team operates a traded service where buy back from schools / academies contributes towards the Team's functions and provides alternative provision and services for pupils who are unable to engage or maintain their mainstream education.

IMPLICATIONS AND RISKS

The Local Authority would be downgraded by Ofsted as a consequence of the School Admissions & Inclusions Team not managing and administering their statutory duties. This would also have an impact on neighbouring Local Authorities regarding school allocations.

Financial implications and risks:

Dedicated Schools Grant could be effected if Early Years funding is not matched to the parental request for provision with due diligence and accuracy by the Team.

By not administering cohort admissions in line with statutory guidance this will result in the Local Authority not meeting its statutory requirements.

If high needs pupils are not identified and supported the implications are that the Local Authority's High Needs Grant will be negatively affected.

Legal implications and risks:

The Local Authority must meet its statutory duties to provide efficient education and sufficient schools in the area to provide for the population. If this is not achieved it could be subject to challenge.

Human Resources implications and risks:

Staff that hold suitable qualifications and experience are to be recruited and developed to enable efficient and effective assessment, risk management and matching of services to the pupils needs.

If unsuitable Human Resources were deployed the risks would increase as pupils may not achieve and develop and others within schools / academies and the community may be negatively affected.

Equalities AND Social implications and risks:

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

- (i) the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (ii) the need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are: age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.