Fair Access Protocol

September 2022

Adopted by Full Governing Body of Bishop Monkton C of E Primary School: 12th December 2022

Reviewed: 11th December 2023

Purpose

North Yorkshire Council and all schools and academies in North Yorkshire are committed to inclusive education, this Fair Access Protocol (FAP) sets out how those most vulnerable and hard to place pupils will be supported.

It should be read alongside the School Admissions Code 2021; Fair Access Protocols: Guidance for school leaders, admission authorities and local authorities August 2021; School Standards and Framework Act 1998; and Equality Act 2010.

A parent can apply for a place for their child at any school at any time. All applications must be processed by the relevant admission authority in accordance with the School Admissions Code 2021. When applications are made outside the normal admissions round they are classed as in-year applications. Where it can be demonstrated that reasonable measures have been taken to secure a school place through the usual in-year admissions process and this has not been successful, or where a school place has not been sought due to exceptional circumstances, a child may be eligible for referral to the Fair Access Protocol (FAP).

The Fair Access Protocol (known as the Protocol) will ensure that school places for maintained schools and academies are allocated and offered in a timely, open and fair way. Outside the normal admissions round, unplaced children must be offered a place at a suitable school as quickly as possible. It is recognised that this action will have a significant impact on both future attendance and achievement.

Aims of the protocol

The protocol is designed to:

1. Acknowledge the real need of vulnerable young people, who aren't on the roll of any school or academy to be dealt with quickly, sympathetically and in a personalised way
2. Reduce the amount of time that 'hard to place' pupils spend out of education
3. Ensure that no school including those with available places, is asked to take a disproportionate number of children who are eligible under the protocol.
4. Ensure that there is a supportive reintegration process for pupils who are eligible under the protocol.
5. Be fair and transparent, and have the confidence of all schools and academies

Children and young people eligible to be considered under the protocol

The Protocol may only be used to place the following groups of vulnerable and/or hard to place children, where they are having difficulty in securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admission procedures:

a. children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the Protocol;
b. children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol;
c. children from the criminal justice system;

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d. children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education;
e. children with special educational needs (but without an Education, Health and Care plan), disabilities or medical conditions;
f. children who are carers;
g. children who are homeless;
h. children in formal kinship care arrangements;
i. children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers;
j. children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of the Schools Admissions Code 2021;
k. children for whom a place has not been sought due to exceptional circumstances;
l. children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted; and
m. previously looked after children for whom the local authority has been unable to promptly secure a school place.

Locally agreed categories

n. Children that have been missing from education (CME)

It is important to emphasise that the admission of children in care or children with an EHCP is not covered by the protocol, instead local authorities are required to ensure these children are admitted to the most appropriate school or academy quickly, using powers of direction if necessary where they are not the admission authority. In most cases the use of the Protocol should be unnecessary for a previously looked after child. Where a place is sought through normal in year admission the expectation is for admission authorities to co-operate with a request for a place.

Background

All admission authorities must participate in the Protocol. Participation includes making available a representative who is authorised to participate in discussions, make decisions on placing children via the Protocol, and admitting pupils when asked to do so in accordance with the Protocol, even when the school is full.

The admission code allows for pupils to be admitted under this protocol, and this overrides usual admission arrangements even when:

1. The school has reached or exceeded its admission number in the relevant year group creating additional places in schools that are full.
2. There is a waiting list for the year group in question

The Protocol will also ensure that no school or academy, including those with available places, is asked to take a disproportionate number of children and young people who have been excluded from other schools or academies or who have challenging behaviour.

There is a collective responsibility to ensure the safeguarding of all young people and we must work together to protect them and act in their best interests. Where it has been agreed that a child will be considered under the Protocol, a school place must be allocated for that child within 20 school days. Once they have been allocated a school place via the Protocol, arrangements should be made for the child to start at the school as soon as possible

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Eligibility for the Protocol does not limit a parent's right to make an in-year application to any school for their child. Admission authorities must process these applications in accordance with their usual in-year admission procedures (as set out in paragraphs 2.23-2.31 of the School Admissions Code, 2021). School's must not refuse to admit such children on the basis that they may be eligible to be placed via the Protocol. The parent will continue to have the right of appeal for any place they have been refused, even if the child has been offered a school place via the Protocol.

Principles for both Primary and Secondary Schools

The operation of the Protocol is triggered when a child is identified as hard to place through the information received, or an eligible child has not secured a school place under in-year admission arrangements. Children and young people will only be referred to the Protocol who have been identified as eligible based on the information received by the admissions team or where a child has been refused entry through the normal admissions process. Any refusal under the normal admissions process must include a full explanation of why the young person cannot be admitted with regard to the prejudice of efficient education and efficient use of resources (Note 2).

In order for the protocol to be successful:

- All schools and academies must participate (including those that are their own admissions authority) as dictated within the Schools Admissions Code 2021.
- Schools and academies must not advise parents to seek a 'fresh start' at an alternative school through the normal admissions process
- Schools should actively discourage parents from opting for elective home education where this is likely to be unsuccessful, particularly where there are safeguarding concerns.
- Schools and academies must continue to admit pupils who apply for an available place under normal admission arrangements.
- When a school has been identified for a pupil under this protocol, the transition planning must commence immediately, the receiving school must notify Admissions of the date the student will be placed on roll.

Each child/young person that is referred to a Fair Access Protocol Panel (FAPP) will be discussed individually and the decision will be made as to what they determine is in the child's best interests taking parental preference into consideration and the facts of each case. However, there is no duty for local authorities or admission authorities to comply with parental preference when allocating a place through the Protocol but parent's views must be taken into account.

It is expected that all parties will act with a sense of urgency to identify a school place for any child who has had difficulty securing one or who falls under the Protocol. Every effort must be made to keep the time out of education to a minimum. Schools agree not to advise parents to:

- Remove their child from school and find another school
- Remove their child from the roll of the school and Electively Home Educate (EHE)

All schools, including those who are their own admissions authority agree to admit hard to place pupils.

Whilst working within the spirit of the protocol locality FAPPs must use discretion and judgement to achieve the best outcome for the child concerned. For example, one school may have compelling reasons (agreed by the FAPP) for not admitting to a particular year group at that time. The school might therefore agree to more pupils in a different year group.

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In the event that the majority of schools in an area can no longer support the principles and approach of their local Fair Access Protocol, they should initiate a review with the local authority. Any concerns should be sent via email to the Lead for Admissions. The LA will evaluate the efficacy of the FAP at the end of each school year and any comments received will be incorporated into that review. Should there be a requirement for change, a revised Protocol will be sent to schools for engagement. The Protocol will remain binding on all schools in the local area until the point at which a new one is adopted.

Other Considerations

The Protocol should not be used as a means to circumvent the normal in-year admissions process. A parent can apply for a place as an in-year admission at any point and is entitled to an appeal when a place is not offered. Secondary Schools following receipt of an application should not request that a pupil be considered as a Managed Move prior to dealing with such an application. Admissions agreed under the Managed Move protocol for Secondary Schools do not count as places allocated under this protocol. The local authority will collate data on the two schemes separately and make the data available to panels on a regular basis. All Managed Moves are dealt with separately and are agreements between secondary schools and do not form part of this protocol.

Schools will not insist on an admission appeal being heard before admitting a child under this protocol.

Schools will not refuse to admit a pupil who has been denied a place at that school at appeal, if the FAPP identifies that school as the one to admit the child.

Wherever possible, pupils with a religious affiliation should be matched to a suitable school. If the school with a religious affiliation has already taken pupils under the protocol in that year group, then the pupil may be offered a place at a different school that doesn't have the religious affiliation.

Admission Authorities must not refuse to admit a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for special educational needs.

In the event that the majority of schools in an area can no longer support the principles and approach of the local Protocol, all the school heads should initiate a review with the local authority. The existing Protocol however remains binding on all schools up until the point at which a new one is adopted.

For a Secondary pupil to be placed at a North Yorkshire Grammar School in line with the Protocol criteria, he or she must also meet the academic criteria for that school. It should be noted that designated Grammar schools are permitted under the Education (Grammar School Designation) Order 1998 to select their intake on the basis. It would be appropriate to expect a short delay in the process to enable a child to access the appropriate selective test.

Twice excluded rule and challenging behaviour

As in the normal admissions round, where a school receives an in-year application for a year group that is a normal point of entry (i.e. reception or year 7), they must not refuse to admit the child on the basis of their behaviour, unless the child has been permanently excluded from 2 or more schools, with the most recent exclusion being within the previous 2 years.

Where an admission authority receives an in-year application for a year group and it does not wish to admit the child because it has good reason to believe that the child may display

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challenging behaviour (but they have not met the threshold for the twice excluded rule), it may refuse admission and refer the child to the FAP. This will be done via representations back to the Admissions Team.

Admission authorities may only do this if:

- the school has a particularly high proportion of children with challenging behaviour or previously excluded pupils on roll in comparison to other schools; and
- it believes admitting another child with challenging behaviour would prejudice the provision of efficient education or the efficient use of resources.

The twice excluded rule does not apply to the following children:

- children who were below compulsory school age at the time of the exclusion;
- children who have been reinstated following a permanent exclusion (or would have been reinstated had it been practicable to do so);
- children whose permanent exclusion has been considered by a review panel, and the panel has decided to quash a decision not to reinstate them following the exclusion; and
- children with education, health and care plans naming the school.

What is challenging behaviour?

Behaviour can be described as challenging where it would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour or it is of such severity, frequency or duration that it is beyond the normal range that schools can tolerate. We would expect this behaviour to significantly interfere with the pupil's or other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment. The following reasons on their own should not be grounds for considering that a child may display challenging behaviour:

- poor attendance elsewhere;
- a defined number of suspensions, without consideration of the grounds on which they were made;
- special educational needs; or
- having a disability.

All schools have a duty to make reasonable adjustments for students with disabilities. Schools should be aware that a child who displays challenging behaviour may do so as a result of their disability or any unmet needs. Schools must therefore consider whether any reasonable adjustments can be put in place to support the needs of a particular child when considering whether admission should be refused on these grounds. The impact and effectiveness of these adjustments must also be taken into account in managing presenting behaviours. For example, where a school would have to provide teaching assistant support and put in place an agreed behaviour plan for a pupil with autism, the impact of these arrangements must be factored into a decision over whether the child's behaviour would meet the criteria to be considered challenging.

Fair Access Protocol Panel Membership

Core membership

- Inclusion Locality Manager (SEND) (Chair)
- LA Admissions Officer

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- The Head teachers or one representative of the preferred school/academy plus other local schools as well as the current school. All locality schools will attend and, if the headteacher is unavailable, a representative of these schools who has delegated authority will attend. One representative from each school (academy trusts may decide to send one representative for all the schools in their trust).
- Headteacher of the local Pupil referral service (in the case of Secondary)

Membership by invite

It may be appropriate that council officers are involved along with outside agencies when they have information that could contribute or assist the decision making process. These may include:

- EHE officers
- Inclusion/SEND hub staff
- Social worker or Early Help worker
- Youth offending team representative
- Virtual school

Allocations will be made to schools, regardless of whether they contribute to the meeting, if appropriate and agreed offers made on the day will be binding unless exceptional circumstances or a safeguarding issue comes to light.

Both Primary and Secondary FAPPs will be administered via the SEND Locality Hub and chaired by the Inclusion Locality Manager (SEND). The Local Authority will maintain a record of decisions, and reasons for them made by either the secondary or primary FAPP. Clerks of the FAPPs and the Local Authority should all keep a record of the outcomes of the meetings to avoid any disputes and attending members should advise of any issues within five school days of distribution.

Permanently excluded pupils

The reintegration of permanently excluded Secondary pupils will be overseen by the North Yorkshire Alternative Provision Panel's (NYAPP).

Primary pupils, who have previously been permanently excluded will receive an ongoing support from the Intensive Support Team (IST) through a carefully developed transition programme. This support can be increased or decreased to accommodate the needs of the pupil. The receiving school can also apply for additional funding up to a value of £3000 to support the transition via the SEN Support Funding.

The headteacher from the Pupil Referral School (in the case of secondary pupils) and the Inclusion Locality Manager (SEND) (in the case of primary school pupils) will place pupils on the agenda for the FAPP when a pupil requires reintegration back into mainstream education. A transition period of half a term with an exceptional extension of up to a term will be supported by transition workers aligned to the local Alternative provision. The receiving school should be the main school with the PRS remaining a subsidiary place until such time that the transition period ends.

Secondary pupils who have previously been permanently excluded will initially be dual registered at their new school and the PRS, a careful transition programme will be drawn up and the PRS support will remain in place for a period of half a term with an extension to a full term in exceptional cases.

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Additional funding up to the value of £3000 can be applied for by the receiving school via the SEN Support Funding for reasons of transition.

Where a FAPP judges that a child is not yet ready for mainstream provision, based on the information provided, they will allocate a school roll and will consider which provisions are appropriate with advice from the Inclusion Locality Manager (SEND) and possible support from the Locality Hub. The school is responsible for securing appropriate full-time educational provision.

The decision as to which school/academy will be offered to a child will be taken by the FAPP as a whole. Where a Panel fails to make a decision the Local Authority Inclusion Locality Manager (SEND) will ensure that the schools representatives have input into the decision of any instructions and will support a request for direction from the Education Skills Funding Agency (ESFA), or local authority, if required.

Primary School Fair Access Protocol Panel Arrangements

Primary FAPPs will be held in a timely manner when a pupil has been identified as being eligible through the normal admissions arrangements. The Primary Fair Access Protocol Panel meeting will be arranged, convened and chaired by the Inclusion Locality Manager SEND within 15 working days of identification by Admissions.

The Fair Access Protocol Panel (FAPP) will consider a 'weighting' for small primary schools where the impact on small year groups may be considerable.

Secondary School Fair Access Protocol Arrangements

The Secondary School Protocol will be administered through the North Yorkshire Alternative Provision Panels (NYAPPs). These are held across each of the five SEND Locality Hub areas every three weeks during term time and are chaired by the Inclusion Locality Manager (SEND) for the area.

Eligible students will be referred via Admissions, the Pupil Referral Service, ROOSE or Whitby Schools Partnership Alternative Provision and the details put on the agenda for discussion and allocation. Decisions are recorded on the NYAPP minutes and the outcome of discussions notified to Admissions for action.

Decision Making

The FAPP will review the case and a school will be identified at this meeting, in considering the most appropriate school placement for a pupil, the FAPP will take account of the following:

- Pupils previously admitted under this protocol to ensure that there is an equitable distribution of vulnerable pupils between schools which is proportionate to each school roll number,
- Parental preference will be considered, although there is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the fair access protocol.
- Pupil information received will be collated by the LA and considered by the panel to identify the most appropriate school place for the pupil
- Whether the pupil has connections with any other NYCC school or pupils in the local area which are likely to jeopardise the success of any new placement
- A strong aversion by the family to the religious ethos of the school (where applicable)

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- Where a school has a particularly difficult year group and is engaging in support from outside agencies to support
- Ability of the pupil to travel to alternative schools, taking into account any specific family circumstances
- Whether the school has recently admitted into the same year group another vulnerable child via the protocol, the LAC or EHCP admissions process.

In the event that the panel can't reach agreement regarding the placement of a pupil the local authority will take the above points into account and name a school which will then be required to admit the pupil under the protocol via an instruction letter. The Local Authority will consider the following when making this decision.

- FAP cases already received across the school and within the year group
- LAC pupil numbers across the school and within the year group
- % SEN across the school and within the year group
- Curriculum offer
- The wishes of the young person and parental preference

Failure to comply with the instruction will result in the escalation process being followed (appendix 1).

Post Meeting Actions and Responsibilities

The Local Authority will maintain a record of decisions, and reasons for them made by either the secondary or primary FAPP. Clerks of the FAPPs and the Local Authority will keep a record of the outcomes of the meetings to avoid any disputes and attending members should advise of any issues within five school days of distribution of the minutes.

All schools, including Academies, are expected to respond to requests by the FAPP to admit a child with the aim of securing a place at a suitable school or academy as soon as possible. A school place must be allocated no later than 20 days of the agreement that a pupil is considered under FAP.

The school/academy nominated by a Panel will be accountable for the young person once a school place has been agreed at the meeting.

In all cases the decision made by the FAPP will be relayed in writing by the admissions team to the parent/carer of the young person and the school/academy will contact the family to facilitate the admission.

Where a child/young person is to be offered a school/academy, the school/academy must meet with their parent/carer and start the admission process **no later than 10 school days** after the FAP meeting.

The Admissions Team will inform parents of the progress of their case until an offer of a school place has been agreed. It is then the responsibility of the educational provider to liaise with the parent/carer and agree a start date.

The information received by admissions from the FAPPs will form an annual report on Fair Access admissions. The completed report will be shared with each FAPP and will form the basis of the

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annual report to the Office of the Schools Adjudicator (OSA) which is a statutory requirement on the Local Authority.

Local Authority Instruction

If a FAPP does not make an offer of a school place, the Local Authority will identify a school/academy to admit the young person taking into consideration the number of young people already accepted by each school under the Protocol and the accessibility of the school/academy for the young person. Consideration can also be given to any other personal circumstances of the young person.

The allocated school/academy may not always be within the locality within which the young person lives (Note 3).

If a school/academy refuses to agree to an 'instruction' from the Local Authority they must put their reasons in writing within 7 calendar days. The Local Authority will then consider the reasons given and decide whether or not to issue a direction (community schools) or in the case of Academies refer the matter to the Education Skills Funding Agency (ESFA) using the processes in place to seek a direction.

Transport

Free or assisted transport will be provided to enable a pupil to attend the school agreed by the panel if it is over 2 miles from home for primary age pupils under the age of 8 and three miles from home for all other pupils. Transport provision will comply with NYCC Home to School Transport Policy.

Financial procedures

Where a pupil is permanently excluded the excluding school must return any remaining Age Weighted Pupil Unit (AWPU) and Pupil Premium (PP) funding for that particular pupil to the Local Authority for transfer to the receiving school.

Cross Border issues

The Local Authority will consult with neighbouring authorities over financial arrangements and equity for pupils who meet the FAP criteria, and who attend school in one authority and live in another. It is the home local authority who has responsibility for the FAP of their pupils.

NOTES

Note 1: Children who are Looked After by the Local Authority or children who are previously Looked After by the Local Authority (in accordance with the School Admissions Code 2021) should always be admitted to the preferenced school when requested by the legal guardian. The Code applies to all schools regardless of status and these requests are dealt with through the normal In Year Admission process not the Protocol.

Note 2: The admissions team will request additional information from the previous school**.** This information if required i.e. a place has not been allocated through normal admission, should provide the FAP with the details required to make an informed decision in the best interest of the child. Details of these decisions should be recorded accurately and retained. Where

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information has been requested and it is not available the FAPP are still required to make a decision.

Note 3: It may sometimes be necessary to instruct a school to take a child even if the child does not live in their area. Any instructions will only be made after careful consideration of the child's individual circumstances and in partnership with the Chair of all Panels affected. This recognises that our geographical boundaries can result in a child having to travel unreasonable distances.

Note 4: The online in-year admission application form contains questions to help identify potentially vulnerable children. The application will still be processed in accordance with our usual in year process. The purpose of the questions are to help ensure access to education is secured quickly and where a school place has not been offered promptly a referral can be made to FAP.

Confirmation of the presence of any difficulties ascertained through the admission questions will be investigated by the admissions team to confirm the accuracy of information provided through contact with the previous school.

An email will be sent to the previous school requesting further information to inform a decision about whether the application may need to be considered under the Protocol. There will be a requirement on the previous school to respond within 7 working days.

In line with the normal admissions process, the application details will also be sent to all schools listed as a preference for their consideration. The timelines within the School Admissions Code still apply to the application and schools should not delay dealing with an application pending the next NYAPP.

Admissions will send all supporting evidence to the SEND Inclusion administrative team for the secondary FAP via email who will compile the agenda for the NYAPP and circulate to all members in advance of the meeting.
For primary schools, the Admissions team would gather the information and discuss with the Inclusion Locality Manager (SEND) who will convene a meeting.

For both Primary and Secondary FAPPs the SEND Inclusion clerk will collate a record of decisions and return this to the Admissions Team as soon as possible following the meeting. Following receipt of the record of decision and confirmation that there is no dispute in the decision made, the admissions team will allocate to the school indicated and inform parents via letter.

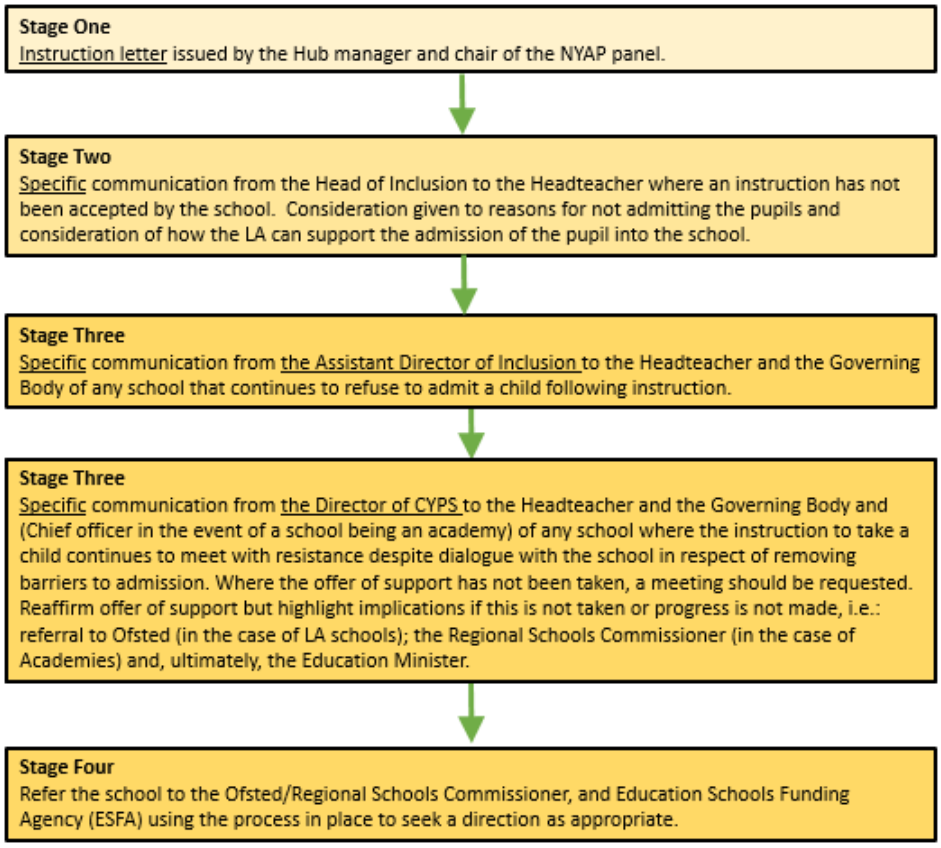
Related Documents
School admissions code 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1001050/School_admissions_code_2021.pdf

Fair access protocols: advice for local authorities and school admission authorities
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1012993/FAP_Guidance.pdf

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Appendix 1 – Placement

Escalation Process



'We know that there is a strong correlation between poor attendance and academic achievement, poor mental health and life chances and that there is a two way correlation between mental health and exclusion. Any form of exclusion both social and educational exclusion only serves to compound the needs of a child in emotional distress and their family.'

Stuart Carlton, Director, CYPS

'In North Yorkshire every person working with or engaging with children and families, regardless of organisation, status or position, has a responsibility to support the delivery of Early Help and support the family to access appropriate support.'

Ladder of Intervention, NYCC 2019

Every child has the right to an education.

Article 28, United Nations Convention on the Rights of the Child (Adopted by the UK in 1992(

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Appendix 2
Fair Access Protocol
Primary School Administration Arrangements

Due to the diversity of NYCC Primary Schools and small numbers involved, a specific Primary procedure is required to ensure the correct schools are involved and aware of their duties within the Protocol. This appendix outlines the LA procedure and paperwork used in order to ensure a **primary schoo**l place is identified in a timely and transparent manner and must be read in conjunction with the full Protocol.

Core membership

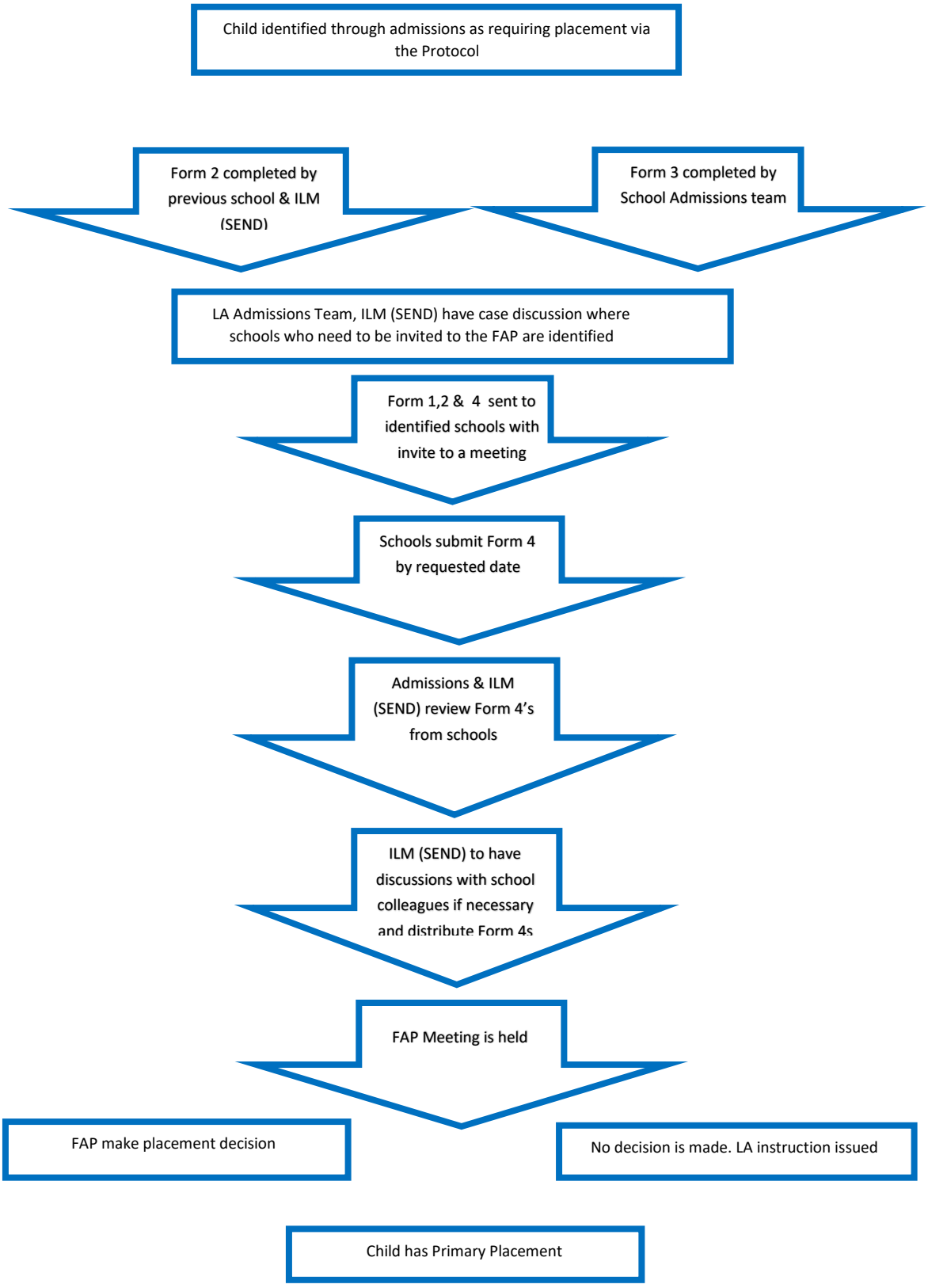
- Core membership
- Inclusion Locality Manager (SEND) (Chair)
- LA Admissions Officer
- The school membership of a Primary FAP meeting is not fixed as it is dependent on where the child lives. The Headteachers or one representative of the preferred school/academy plus other local schools as well as the current school if appropriate. All invited schools will attend and, if the headteacher is unavailable, a representative of these schools who has delegated authority will attend. One representative from each school (academy trusts may decide to send one representative for all the schools in their trust). Using Form 3 Admissions will identify the schools within reasonable distance and the Headteachers of the schools identified will be invited to a Protocol meeting as and when required.
- Other council officers or outside agencies may also be invited to attend if they are working with families and young people, to contribute specific information about children and families that they are working with.

Process

1. A child or young person is identified via the LA admissions process that has not secured a school or academy place through the in-year admission procedures. When this occurs the Admissions and Appeals Officer will discuss next steps with both the Inclusion Locality Manager (SEND) and the Admissions Manager and admissions will prepare Form 1 for distribution.
2. The Inclusion Locality Manager (SEND) or other delegated officer of the LA will contact the child's previous school and complete Form 2 within 5 school days (if they have previous school details).
3. Alongside Form 2, the Admissions team will complete Form 3. This information will be used to identify the schools who need to be part of the FAP in a particular area. It is important that meeting discussions are focussed therefore it may be necessary at this point to restrict the number of schools who will be invited to the FAP.
4. Once a cohort of schools has been identified, the Headteacher of each school will be invited to a FAP meeting by the SEND Locality Hub Manager. Each school will also receive the completed form 1, form 2 and a blank form 4. Schools will be requested to complete this form and submit to the Inclusion Locality Manager (SEND) within a specified timescale.
5. Following submission of all of the information, the Locality Hub Manager and Admissions officer will hold a meeting to review the information received in preparation for the meeting. The appendix 4 form will also be distributed to the all school invited to the Protocol meeting to ensure they are aware of each other's position.
6. The FAP meeting will be chaired by the Locality Manager for SEND and clerked according to the Protocol.

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NYCC Fair Access Protocol (Primary)
Primary FAP Flowchart



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NYCC Fair Access Protocol (Primary)
Form 1 FAP Case Information Form

FAP CASES INFORMATION

Name:	
DoB:	
Year Group:	
Address:	
Contact Details: **Parents name, Telephone Number and email address**	
Preferences with distances:	
Catchment School with distance:	
Current/Previous School with distance if applicable:	

Further information:

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NYCC Fair Access Protocol (Primary)
Form 2: Overview of the child

To be completed by previous school and Inclusion Locality Manager (SEND)/delegated specialist if information is available.
Names…… Date ……

Most recent classroom experience Please provide details of the classroom environment the child was previously in for example, how many children, how many support staff, etc	
Why is this child requiring placement through FAP? A brief overview with timeline of any previous concerns and what action was taken at that time	
Are there any other agencies involved with this child? Please give overview of involvement, name and contact details	
Learning Describe how the child is achieving compared to their peers. If available, include assessment summary or other useful information such as any strategies employed by the school and the impact of this. Also indicate any triggers or complicating factors which may influence the FAP placement decision	
Strengths & likes of the child	
If the child has additional needs being met at School Support level what are these? ILPPS can be summarised but should be available for receiving school to use to plan the transition. Please note any diagnosis, previous assessment request details and outcomes if available.	
Concerns	
Any other info which may be beneficial to the FAP Following placement, both new & old school should work to ensure information is shared to support a smooth transition	
LA record of any external support/resource which may be appropriate	LA expectations will be outlined here if required

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NYCC Fair Access Protocol (Primary)
Form 3: Locality information collated by Admissions Team for the FAP meeting

Child's initials……. **Placement sought in year**…….

Date of completion……

School	Distance from home address	Current number on roll	PAN	Class structure eg (mixed yr 5 & 6	Any Additional Information
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

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NYCC Fair Access Protocol (Primary)
Form 4: Individual School Submission

Child's initials…….

Placement sought in year……

Submitted by …… (headteacher) **Date**…….

<table>
<tr><td>School name & address</td><td colspan="3"></td></tr>
<tr><td>Total number of pupils on roll</td><td colspan="3"></td></tr>
<tr><td rowspan="2">Number of children on school support</td><td>School</td><td>Year Group</td><td>Class</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Number of children with EHCP</td><td>School</td><td>Year Group</td><td>Class</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Class profile
Please provide an overview of the classroom the pupil will be placed in if you are deemed the most appropriate school. Include pertinent details such as teaching and support structure, physical layout, overview of needs of current pupils, benefits your school could provide and the barriers, which would need to be overcome.

If you consider the needs of the class to be disproportionately higher than those in similar classes in other local schools, please provide additional information.</td><td colspan="3"></td></tr>
<tr><td>School Profile
Please provide any additional information that you would like the panel to consider during the placement process. This could include wider issues such as planned building works, staffing situation, financial constraints or other relevant issues you may wish to share with you colleagues for their consideration.</td><td colspan="3"></td></tr>
<tr><td>Is there any other information you require to make your decision?</td><td colspan="3"></td></tr>
</table>

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