

Proposed Admissions Arrangements for 2016/17

- Parents/carers living in Nottingham City must apply for a school place online or on Nottingham City Council's common application form by 31 October 2015 for places in year 7 at secondary schools and places in year 10 at 14-19 academies, university technical colleges or studio schools; and by 15 January 2016 for places in reception year at infant or primary schools and year 3 at junior schools.
- Parents/carers may name up to 4 schools in order of preference for a place in year 7 at secondary schools or year 10 at 14-19 academies, university colleges or studio schools; up to 6 schools in order of preference for a place in reception year at infant or primary schools and up to 3 schools in order of preference for a place in year 3 at junior schools. Parents/carers are strongly encouraged to name the maximum number of preferences allowed to increase their chances of being offered a place at one of their named schools.
- Reference will be made to the parent/carer's ranked order of preference in order to determine the school for which a single offer of a place will be made.
- A letter will be sent to all parents/carers who applied by the closing date advising of the single offer of a place on 1 March 2016 for places in year 7 at secondary schools and year 10 at 14-19 academies, university technical colleges or studio schools; and on 18 April 2016 for places in reception year at infant or primary schools and year 3 at junior schools (these are national offer dates).
- Parents/carers should confirm to the Local Authority whether or not they wish to accept the place offered within 14 days of receipt of their offer letter. Failure to do so will result in the place being withdrawn and it may be offered to another pupil.
- If a place has been offered in error or on the basis of a fraudulent or intentionally misleading application the offer may be withdrawn and the place offered to a pupil with a higher priority to that place.
- Late applications received after the closing date for places in year 7 at secondary schools and year 10 at 14-19 academies, university technical colleges or studio schools will be considered after 1 March 2016; and late applications received after the closing date for places in reception year at infant or primary schools and year 3 at junior schools will be dealt with after 16 April 2016. Under exceptional circumstances the Local Authority may be willing to accept applications which are received late but by no later than 5 pm on 7 January 2016 for places in year 7 at secondary schools and year 10 at 14-19 academies, university technical colleges or studio schools; and 5 pm on 19 February 2016 for places in reception year at infant or primary schools and year 3 at junior schools.

- In accordance with the Council's co-ordinated scheme for infant, primary and junior school applications and secondary school applications where it is not possible to offer a place at any of the schools named by parents/carers, the Local Authority will make an offer of an alternative school place where this is possible (known as mandatory offers).
- Parents/carers living within the catchment area are not guaranteed a place. Parents/carers can check which is the catchment school for their home address by visiting the website (www.nottinghamcity.gov.uk/schooladmissions), emailing the School Admissions Team (schooladmissions@nottinghamcity.gov.uk) or by telephoning the Team (0115 841 5568).
- Attendance at a particular nursery does not guarantee admission to the main school for infant/ primary education. Parents/carers must make an application for admission to the main school as referred to in the first bullet point above.
- All applications for admission to community nursery schools must be made to the head teacher of the relevant nursery school.
- Applications for admission are considered against the planned admission number for the year group.
- Requests for in-year applications (i.e. transfers outside the time of normal transfer from one stage of education to another) are partially co-ordinated by the Local Authority. Parents/carers must apply to the Local Authority for a place at a city community school, and for a place at those schools/academies for whom the Local Authority co-ordinates in-year applications. For those schools/academies that the Local Authority does not co-ordinate in-year applications, parents/carers should contact that school/academy directly to find out how to apply for a place there. Details of which schools/academies the Local Authority co-ordinates applications for can be found at www.nottinghamcity.gov.uk/schooladmissions. The Local Authority will strongly discourage parents/carers from transferring schools for their child where this is not as a result of a change of address. This is because if children change schools they are less likely to achieve educationally.
- The 2009 School Admissions Code required all local authorities to establish in-year fair access protocols to ensure that access to education is secured quickly for children who have no school place, and to ensure that all schools in an area admit their fair share of vulnerable and challenging children and young people. Nottingham City Council established a fair access protocol in October 2007, which was updated in September 2012.
- In accordance with the School Admissions Code, a waiting list will be maintained for the 2016 autumn term only for year 7 at secondary school. Thereafter, waiting lists for years 7 to 9 will be maintained for community schools which are oversubscribed for a period of 40 school days from the date of refusal of a place or until the last day of the 2017 summer half term,

whichever is the sooner (no waiting list will be maintained for years 10 and 11).

- Waiting lists for reception year to year 5 will be maintained for community schools which are oversubscribed until the last day of the 2017 summer half term (no waiting list will be maintained for year 6).
- Children who's fifth birthday falls between 1 September 2016 and 31 August 2017 will be admitted to full-time school at the beginning of the 2016/17 school year regardless of the term start date.
- Some parents/carers may choose to defer the start of full-time education for their child until compulsory school age. If parents/carers wish to take up this option, they may arrange the details with the head teacher of the school. However, if their child's birthday falls between 1 April and 31 August, deferring admission until compulsory school age would result in the child being admitted into a different school year. In this case, the child could not be allocated a reception place at the school during the 2016/17 year and the parent would have to apply for a place during the 2017 summer term for admission into year 1 in September 2017 (unless they are requesting admission for their child outside their normal age group – see next bullet point). The Local Authority strongly recommends that parents/carers do not defer the start of their child's full-time education as children's learning chances are likely to be better if they start school with their peers at the beginning of the 2016/17 school year. Parents/carers can request that their child takes up a school place part-time until their child reaches compulsory school age.
- Parents/carers may request admission for their child outside their normal age group. In general, it is considered that children should be educated in their normal age group, with the curriculum differentiated as appropriate, and they should only be educated out of their normal age group in very limited circumstances. The decision to allow a child to repeat a year or to admit a child into a cohort outside their chronological year group, in most cases lies with the school or educational setting. However, the following requests must be referred to the School Admissions Team at Children and Adults for consideration:
 1. for children who are chronologically due to start Reception/Foundation 2, regardless of which school they are applying for;
 2. for children on roll at community schools due to transfer from one phase of education to another (i.e. key stage 1 to key stage 2, key stage 2 to key stage 3 or key stage 3 to key stage 4);
 3. for children on roll at an academy, Voluntary Aided or Trust school due to transfer from key stage 2 to key stage 3 (with the exception of pupils on roll at Nottingham Academy).

All requests should be forwarded or referred to the School Admissions Team at Children and Adults. Such requests will need to be made in writing and can be from the parent/carer of a child and/or the Head Teacher of the child's present

school. The Local Authority will make a decision on the basis of the circumstances of the case and in the best interests of the child concerned.

A copy of the Council's accelerated/delayed school admissions policy can be found at www.nottinghamcity.gov.uk/schooladmissions .

- Parents/carers are advised that they may be at risk of having to apply for a new school place if their child does not attend school for a period of 20 or more school days.

Admission criteria for community secondary schools: 2016/17

In the event of oversubscription within any of the criteria listed below, preference will be given to applicants who live closest to the school, as measured in a straight line (i.e. as the crow flies) from a point at the school campus to a point at the pupil's home, both identified by the Local Land and Property Gazetteer (by a computerised geographical information system). Where two or more pupils are equal in all respects, and it is therefore not possible to differentiate between them, a method of random allocation by drawing lots will be used to allocate places (supervised by someone independent of the School Admissions Team).

Pupils who have a Statement of Special Educational Need or an Education, Health and Care Plan, where that school is named in the child's statement or plan will be admitted. In this event, the number of places that remain available for allocation will be reduced.

1. Places will first be allocated to a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with section 22(1) of the Children Act 1989 at the time of making an application to a school. An adoption order is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989 as amended by section 14 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
2. Places will then be allocated to pupils who, at the closing date for applications, live within the catchment area*, whose parents have requested a place at the school and who, at the time of admission, will have a brother or sister attending the school or Individual Needs Centre.
3. Places will then be allocated to other pupils who, at the closing date for applications, live within the catchment area* and whose parents have requested a place at the school.
4. Places will then be allocated to pupils who live outside the catchment area, whose parents have requested a place at the school and who, at the time of admission, will have a brother or sister attending the school or Individual Needs Centre.
5. Places will then be allocated to other pupils who live outside the catchment area whose parents have requested a place at the school.

*This relates to those pupils living in the catchment area for the school set for the 2016/17 school year.

The above criteria (2-5) may be overridden and priority given to an applicant who can establish any of the following:

- pupils with special educational needs that can only be met at a specific school (e.g. where the school has specialist provision)**;
- children of travellers, pupils with exceptional medical, mobility, or social grounds that can only be met at a specific school**.

**Applications in these categories must be supported by a statement in writing from a doctor, social worker or other relevant professional. This is necessary because you will be asking the Authority to assess your child as having a stronger case than other children. Each case will be considered on its merits by Nottingham City Council.

Waiting lists will be maintained for the 2016 autumn term only for year 7 at oversubscribed secondary schools. Thereafter, waiting lists for year 7 and for years 8 and 9 will be maintained for a period of 40 school days from the date of refusal of a place or until the last day of the summer half term, whichever is the sooner. Waiting lists will not be maintained for key stage 4 (years 10 and 11).

For admission purposes the Local Authority considers a sibling connection to relate to any of the following:

- a brother or sister who share the same parents;
- a half brother or sister, where two children share one common parent;
- a step brother or sister, where two children are related by a parent's marriage;
- adopted or fostered children living in the same household under the terms of a Residence or Child Arrangements Order.

Where applications are received in respect of twins, triplets or children of other multiple births, the authority will endeavour to offer places in the same school, admitting above the planned admission number where necessary. If this is not possible, the parent/carer will be asked which child(ren) should take up the place(s). The parent/carer will still have a right of appeal against a refusal of a place.

Any parent/carer whose child is refused a school place for which they have applied has the right of appeal to an independent appeals panel***. (Full details will be provided at the time of refusal).

***(Except, the parent/carer of a child who has been permanently excluded from two schools and where at least one of those exclusions took place after 1 September 1997. This applies to a twice excluded pupil for a period of two years beginning with the date the last exclusion took place).

The Local Authority does not operate a “feeder” arrangement. Attendance at a particular primary or junior school is not taken into account when places at secondary schools are allocated.

First admission to primary schools criteria: 2016/17

In the event of oversubscription within any of the criteria listed below, preference will be given to applicants who live closest to the school, as measured in a straight line (i.e. as the crow flies) from a point at the school campus to a point at the pupil's home, both identified by the Local Land and Property Gazetteer (by a computerised geographical information system). Where two or more pupils are equal in all respects, and it is therefore not possible to differentiate between them, a method of random allocation by drawing lots will be used to allocate places (supervised by someone independent of the School Admissions Team).

Pupils who have a Statement of Special Educational Need or an Education, Health and Care Plan, where that school is named in the child's statement or plan will be admitted. In this event, the number of places that remain available for allocation will be reduced.

1. Places will first be allocated to a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with section 22(1) of the Children Act 1989 at the time of making an application to a school. An adoption order is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989 as amended by section 14 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
2. Places will then be allocated to pupils who, at the closing date for applications, live within the catchment area*, whose parents have requested a place at the school and who, at the time of admission, will have a brother or sister attending the school or the linked junior school, or Individual Needs Centre.
3. Places will then be allocated to other pupils who, at the closing date for applications, live within the catchment area* and whose parents have requested a place at the school.
4. Places will then be allocated to pupils who live outside the catchment area, whose parents have requested a place at the school and who, at the time of admission, will have a brother or sister attending the school or the linked junior school or Individual Needs Centre.
5. Places will then be allocated to other pupils who live outside the catchment area whose parents have requested a place at the school.

*This relates to those pupils living in the catchment area for the school set for the 2016/17 school year.

The above criteria (2-5) may be overridden and priority given to an applicant who can establish any of the following:

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**Applications in these categories must be supported by a statement in writing from a doctor, social worker or other relevant professional. This is necessary because you will be asking the Authority to assess your child as having a stronger case than other children. Each case will be considered on its merits by Nottingham City Council.

Waiting lists will be maintained until the last day of the summer half term for reception year to year 5 (i.e. May 2017). Waiting lists will not be maintained for year 6.

For admission purposes the Local Authority considers a sibling connection to relate to any of the following:

- a brother or sister who share the same parents;
- a half brother or sister, where two children share one common parent;
- a step brother or sister, where two children are related by a parent's marriage;
- adopted or fostered children living in the same household under the terms of a Residence or Child Arrangements Order.

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Any parent/carer whose child is refused a school place for which they have applied has the right of appeal to an independent appeals panel***. (Full details will be provided at the time of refusal).

***(Except, the parent/carer of a child who has been permanently excluded from two schools and where at least one of those exclusions took place after 1 September 1997. This applies to a twice excluded pupil for a period of two years beginning with the date the last exclusion took place).

Attendance at a particular nursery does not guarantee admission to the main school for infant/primary education. All applications for admission to the main school must be made to the Local Authority and will be considered against the oversubscription criteria listed in 1-5 above.

Admission Numbers 2016/17

APPENDIX 3

Name of School	Proposed No.
Bentinck Primary	30
Berridge Primary	90
Burford Primary	30
Cantrell Primary	60
Carrington Primary	30
Claremont Primary	60
Crabtree Farm Primary	60
Dovecote Primary	60
Dunkirk Primary	60
Fernwood Primary**	120
Forest Fields Primary	90
Glade Hill Primary	30
Greenfields Community	30
Haydn Primary	60
Heathfield Primary	100
Hempshill Hall Primary	60
Henry Whipple Primary	30
Melbury Primary	30

Name of School	Proposed No.
Mellers Primary	30
Middleton Primary	60
Rise Park Primary	60
Riverside Primary*	60
Robert Shaw Primary	60
Robin Hood Primary	60
Rufford Primary	60
Scotholme Primary	60
Seely Primary	75
Snape Wood Primary	30
Southglade Primary	60
Southwold Primary	30
Springfield Primary	30
Stanstead Primary	30
Walter Halls Primary	60
Welbeck Primary	45
Westglade Primary	30
Whitegate Primary	60
William Booth Primary	30

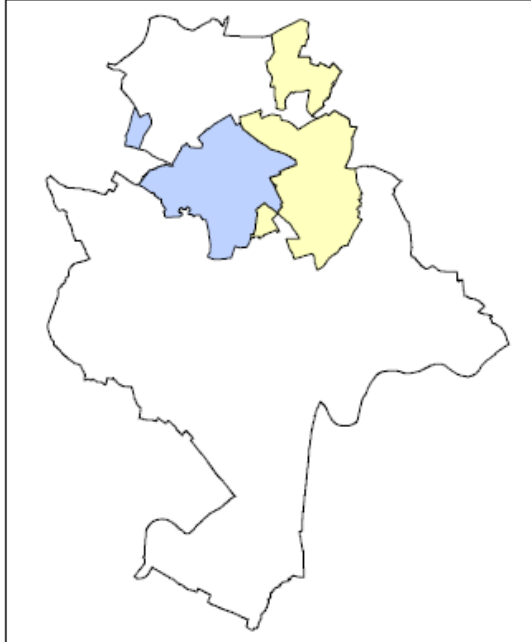
Secondary Schools	
Name of School	Proposed No
Big Wood*	150
Ellis Guilford	270

Capacity assessments were undertaken by the Capital and Assets Team, Nottingham City Council using Department for Education guidance. Admission numbers are calculated by dividing the net capacity of the school by the number of year groups to be accommodated in the school.



* Proposed academy status during the 2014/15 academic year.

** The Schools Adjudicator has recently approved proposals to amalgamate Fernwood Infant and Junior Schools to a primary school with effect from 28 August 2015.

Catchment areas for community secondary schools



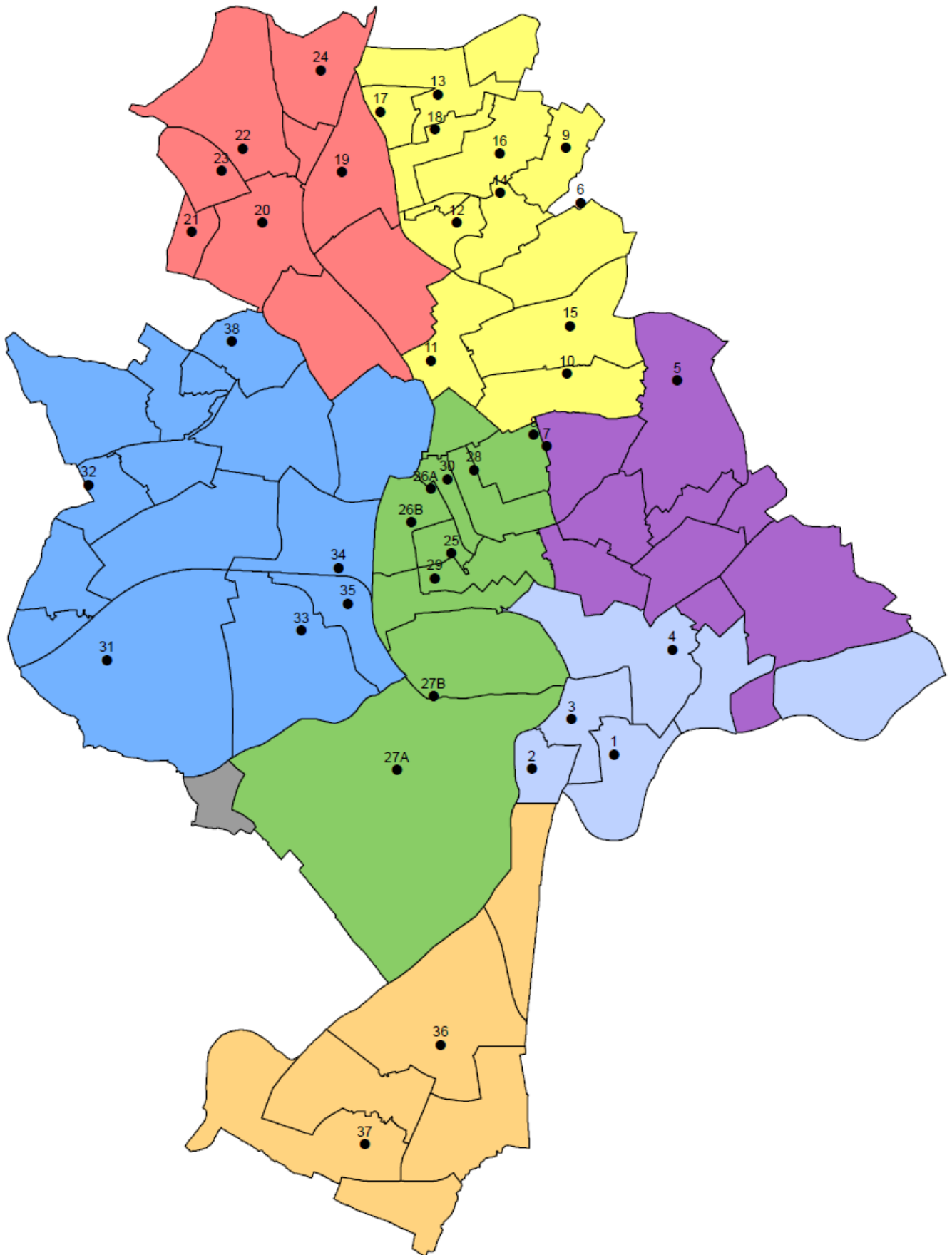
Key

-  Big Wood Comprehensive School
-  Ellis Guilford School and Sports College

There are other secondary schools in Nottingham responsible for making their own admission arrangements. These are:

The Bulwell Academy
Djanogly City Academy Nottingham
Fernwood School
Nottingham Academy
Bluecoat Beechdale Academy
Bluecoat Academy
Nottingham Emmanuel CofE (VA) School
Nottingham University Samworth Academy
The Trinity Catholic School
Nottingham Girls' Academy
Top Valley Academy
Farnborough School
Nottingham University Academy of Science & Technology
Nottingham Free School

Appendix 4B - Current Catchment Areas and School Locations



Key**Catchment areas for community primary/infant/junior schools****NG1****NG2**

- 1 Greenfields Community Primary & Nursery School
- 2 Riverside Primary & Nursery School
- 3 Welbeck Primary & Nursery School
- 4 William Booth Primary & Nursery School

NG3

- 5 Walter Halls Primary School (Nursery attached)

NG5

- 6 Burford Primary & Nursery School
- 7 Carrington Primary & Nursery School
- 8 Claremont Primary & Nursery School
- 9 Glade Hill Primary & Nursery School
- 10 Haydn Primary & Nursery School
- 11 Heathfield Primary & Nursery School
- 12 Henry Whipple Primary & Nursery School
- 13 Rise Park Primary & Nursery School
- 14 Robin Hood Primary & Nursery School
- 15 Seely Primary and Nursery School
- 16 Southglade Primary & Nursery School
- 17 Stanstead Primary & Nursery School
- 18 Westglade Primary & Nursery School

NG6

- 19 Cantrell Primary & Nursery School
- 20 Crabtree Farm Primary & Nursery School
- 21 Hempshill Hall Primary & Nursery School
- 22 Rufford Primary & Nursery School
- 23 Snape Wood Primary & Nursery School
- 24 Springfield Primary School (Nursery attached)

NG7

- 25 Bentinck Primary & Nursery School
- 26A Berridge Primary School (Infant Site)
- 26B Berridge Primary School (Junior Site)
- 27A Dunkirk Primary & Nursery School (Highfields Campus)
- 27B Dunkirk Primary & Nursery School (Abbey Campus)
- 28 Forest Fields Primary & Nursery School
- 29 Mellers Primary & Nursery School
- 30 Scotholme Primary & Nursery School

NG8

- 31 Fernwood Infant & Junior Schools
- 32 Melbury Primary School
- 33 Middleton Primary & Nursery School
- 34 Robert Shaw Primary School
- 35 Southwold Primary School & Early Years Centre

NG11

- 36 Dovecote Primary & Nursery School
- 37 Whitegate Primary & Nursery School

There are other primary schools in Nottingham responsible for making their own admission arrangements. These are:

South Wilford Endowed CE Primary School
 St Margaret Clitheroe Catholic Voluntary Academy
 Sneinton St Stephen's CE Primary & Nursery School
 St Mary's Catholic Voluntary Academy
 Blessed Robert Widmerpool Catholic Voluntary Academy
 St Teresa's Catholic Voluntary Academy
 St Augustine's Catholic Voluntary Academy
 Our Lady & St Edward's Catholic Voluntary Academy
 St Patrick's RC Primary & Nursery School
 Old Basford School
 Our Lady of Perpetual Succour Catholic Voluntary Acad
 Ambleside Primary School
 Firbeck Academy
 Glapton Primary & Nursery School
 Djanogly Strelley Academy
 Glenbrook Primary
 Highbank Primary & Nursery School
 Portland Primary & Nursery School
 Blue Bell Hill Primary & Nursery School

Hogarth Primary & Nursery School
 Nottingham Academy
 Huntingdon Academy
 St Ann's Well Academy
 Sycamore Academy
 The Milford Academy
 Warren Primary Academy
 Edna G Olds Academy
 Djanogly Northgate Academy
 Southwark Primary School
 Whitemoor Academy (Primary & Nursery)
 Windmill LEAD Academy
 Bulwell St Mary's Primary & Nursery School
 Djanogly Northgate Academy
 Whitemoor Academy (Primary & Nursery)
 Edale Rise Primary & Nursery School
 Brocklewood Primary School
 Jubilee LEAD Academy
 Radford Primary Academy
 Rosslyn Park Primary & Nursery School

Details of these schools/academies' proposed admission arrangements for 2016/17 should be on their own website. A copy will also be available at www.nottinghamcity.gov.uk/schooladmissions after 1 May 2015

TIMETABLE FOR CO-ORDINATED ADMISSIONS PROCESS 2016/17

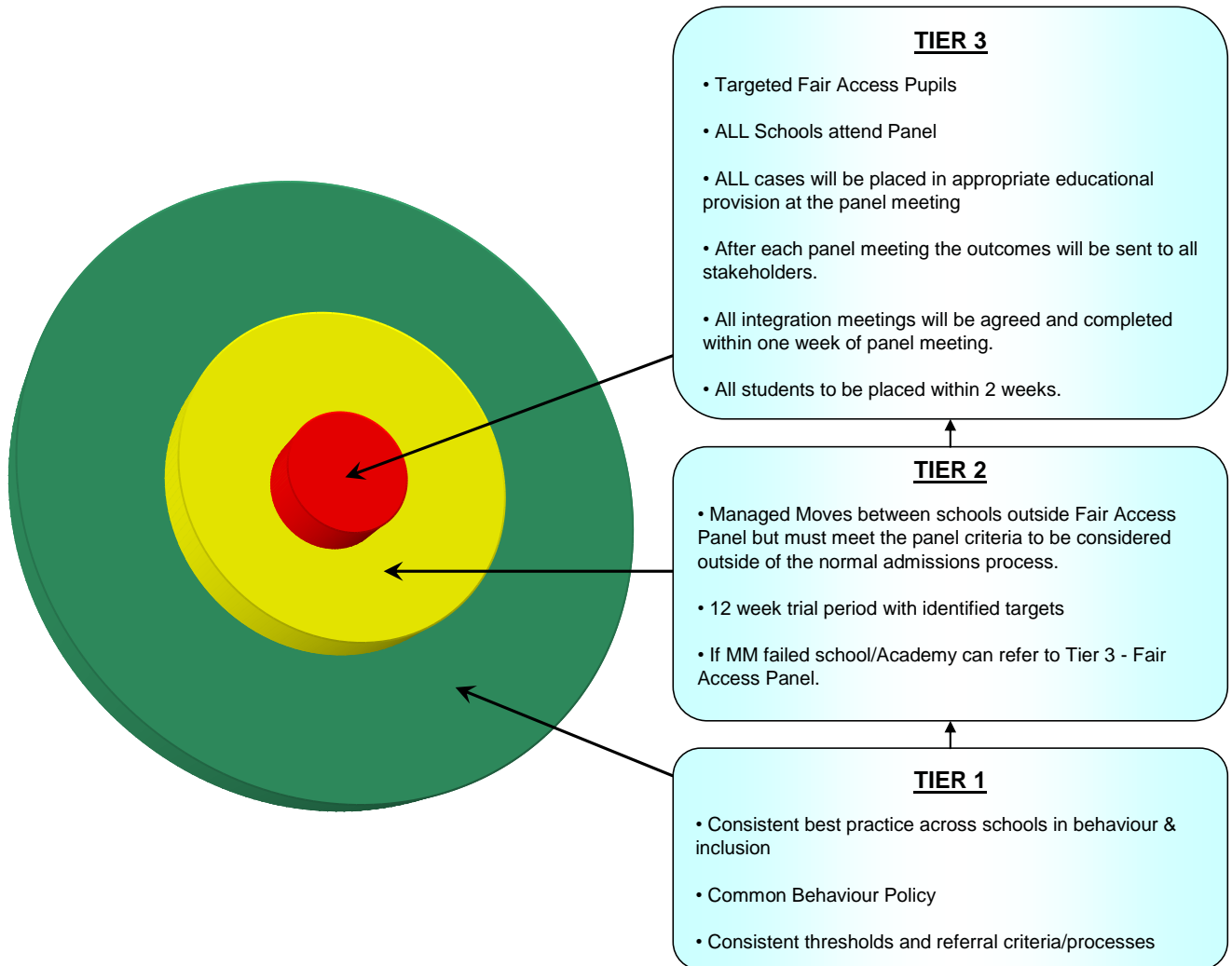
2016/17 ADMISSION ROUND	Distribution of information from Local Authority to schools	Distributions of information by schools to parents/carers	Closing date	Decisions issued to parents/carers by:
Transfers from junior/primary to secondary school	By Wednesday 2 nd September 2015	On Friday 4 ^h September 2015	Saturday 31 st October 2015 (national closing date)	On Tuesday 1 st March 2016 (national offer date)
First admission to infant/primary school and transfers from infant to junior school	By Wednesday 25 th November 2015	On Friday 27 th November 2015 Local Authority to distribute for children not attending a nursery attached to a city infant or primary school	Friday 15 th January 2016 (national closing date)	Monday 18 th April 2016 (national offer date)
Transfers from secondary school to year 10 at 14- 19 academies, colleges or studio schools	By Wednesday 2 nd September 2015	On Friday 4 ^h September 2015	Saturday 31 st October 2015 (national closing date)	On Tuesday 1 st March 2016 (national offer date)

Fair Access Protocol

Secondary
Key Stage 3 & 4



Overview of Support Leading to the Fair Access Protocol



Fair Access Protocol

1. Background

- 1.1. The School Admission Code which came into force on 1 February 2012 and requires there to be a Fair Access Protocol in operation in every Local Authority which has been agreed with the majority of schools in the 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, 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 (School Admissions Code, 3.9).

This is issued under Sections 84 and 85 of the School Standards and Framework Act 1998. The School Admissions Code can be viewed in full at

<http://media.education.gov.uk/assets/files/pdf/s/school%20admissions%20code%201%20february%202012.pdf>

- 1.2. The Fair Access Protocol exists to ensure that access to education is secured quickly for children who have no school place, but for whom a place at a mainstream school/Academy or alternative provision is appropriate, and to ensure that all schools/Academies in an area admit their fair share of children with challenging behaviour. The operation of Fair Access Protocols is outside the arrangements of co-ordination
- 1.3. The Protocol encourages local authorities, schools and Academies to work together in partnership to improve behaviour and tackle persistent absence. There is no duty for local authorities or admissions authorities to comply with parental preference when allocating places through this protocol.
- 1.4. **All** Admissions Authorities **must** participate in the agreed Fair Access protocol (School Admissions Code 2012, paragraph 3.11) in order to ensure that unplaced children, especially the most vulnerable, are offered a place at a suitable school/Academy as soon as possible. This includes admitting children above the published admission number where the year group is already full. Nottingham City Council, Nottingham City Secondary Education Partnership (NCSEP), Greenwood Dale Foundation Trust (GDFT) and their associated schools and Academies agree to comply with this protocol.
- 1.5. Children with statements of special educational need are **not** covered by this protocol as their needs are considered through a separate procedure.

2. Key Principles

- 2.1. There must be a balance between finding a place quickly, when the place might be in an undersubscribed school/Academy or one facing challenging circumstances, and finding a school/Academy place that is appropriate for the child. The principle of considering

the individual circumstances of the pupil, in terms of what is best for them, whether they are ready for mainstream schooling and, if so, which mainstream school/Academy will be best able to meet their needs **should** guide the operation of Fair Access Protocol.

- 2.2. The School Admissions Code states local authorities **must** ensure that no school/Academy, including undersubscribed schools/Academies, is asked to admit a disproportionate number of children who have been excluded from other schools/Academies or who have challenging behaviour (School Admissions Code 2012, paragraph 3.9).
- 2.3. It is expected that pupils on roll at a school or Academy within the City of Nottingham, considered at the Fair Access Panel (FAP), under the Fair Access Protocol will have a Common Assessment Framework Form (CAF) and be open to the Team Around the Child (TAC) process.
- 2.4. Whilst each protocol covers only the schools/Academies in its local authority area, the home Local Authority should contact neighbouring authorities to help secure a place in that area under the protocol. The protocol is in effect a safety net for where normal admission procedures for in year admission have failed.
- 2.5. For the protocol to operate in accordance with the statutory requirement:
 - 2.5.1. Schools/Academies will continue to admit pupils whose parents apply for an available place, under normal admission arrangements.
 - 2.5.2. Pupils identified as Panel cases under the Fair Access Protocol will be given priority for admission over others on a waiting list or awaiting an appeal. Managed Moves will not be given priority for admission, unless they meet the criteria outlined in section 4.2 below.

3. Exceptions

- 3.1. The School Admissions Code states in paragraph 3.8:

*“Admission authorities **must not** refuse to admit children in the normal admissions round on the basis of their poor behaviour elsewhere. 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.”*

- 3.2. However, the School Admissions Code continues in paragraph 3.12:

*“Where a governing body does not wish to admit a child with challenging behaviour outside the normal admissions round, even though places are available, it **must** refer the case to the local authority for action under the Fair Access Protocol. This will normally only be appropriate where a school has a*

*particularly high proportion of children with challenging behaviour or previously excluded children. The use of this provision will depend on local circumstances and **must** be described in the local authority's Fair Access Protocol. This provision will not apply to a looked after child, a previously looked after child or a child with a statement of special educational needs naming the school in question, as these children **must** be admitted."*

- 3.3. All schools and Academies will be expected to participate fully with the Fair Access Protocol and to admit pupils who are hard to place. The Fair Access Panel will consider any valid concerns about admission (e.g. a previous serious breakdown in the relationship between the school/Academy and the family or serious historical issues with other children at the preferred school/Academy). Consideration will also be given to the individual situation, and contextual data for each school or Academy, including, the number of pupils admitted through the panel and being supported by the school or Academy.
- 3.4. If a school or academy refuses to comply with the FAP Panel decision, they must state their reasons in writing to the chair of the panel within 5 school days from the date of the panel decision. The chair will then determine a written view after consulting with the school/Academy and the Local Authority. All schools and academies will support the view and decision of the panel. Additionally, the Local Authority or Secretary of State can enforce the decision of the panel by using any powers of direction, if required.

4. Criteria Fair Access Panel

- 4.1. A pupil placed under this Protocol is not necessarily a "challenging" pupil. Any child in this category is however potentially a vulnerable child as long as an appropriate educational placement has not been secured.
- 4.2. The School Admissions Code 2012 states 7 minimum categories¹ to include in a Fair Access Protocol. These categories identify a child as potentially "Hard to Place or vulnerable". These are not meant to be exhaustive but provide an example of pupils who **must** be considered under the protocol. It is proposed that the City protocol monitors these pupils, but will have specific focus on the following criteria:

Fair Access Panel - Triggers

¹School Admissions Code 2012 – 7 Minimum Fair Access Criteria

- a) children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;
- b) children who have been out of education for two months or more;
- c) children of Gypsies, Roma, Travellers, refugees and asylum seekers;
- d) children who are homeless;
- e) children with unsupportive family backgrounds for whom a place has not been sought;
- f) children who are carers; and
- g) children with special educational needs, disabilities or medical conditions (but without a statement).

1. Children in Public Care.
 2. Children attending Learning Centres who have been permanently excluded and who need to be reintegrated back into mainstream education. (See Section 7 below)
 3. Children seeking an alternative to permanent exclusion with a history of intensive multi-agency support (CAF) and where alternative placements have been unsuccessful e.g. managed move.
 4. Children who have been out of education for longer than one school term and/or have a history of serious attendance problems (below 50% attendance within a 12 month period)
 5. Children fleeing domestic violence
 6. Children returning from the criminal justice system
- 4.3. Looked After Children², will be given the highest priority for admission and will be brokered prior to a panel meeting. The Inclusion Officer will establish in consultation with Social Care, the Virtual School and other agencies the preferred preferences for their education. The views of the schools preferred and any potential prejudice as a result of the placement will always be considered. However, in most circumstances a Looked After Child will be offered, in agreement with school or Academy, even if the year group is oversubscribed if the offer is considered in their best interests. Once an offer has been made, the Lead professional will normally, but not always arrange a multi-agency meeting to bring together all the professionals that have been working with the child to support their transition into their new educational provision.
- 4.4. The Inclusion Officer will determine if a pupil meets the panel criteria (4.2). All pupils who meet the criteria will be considered at a Fair Access Panel meeting. Background information will be collated by Nottingham City Council to support any application to the panel and the pupil's subsequent admission. NCSEP and GDFT and their associated schools and Academies will ensure background information is shared without delay. If the pupil does not meet the above criteria, the application will be processed through the normal admissions procedures, including year 10 and 11 pupils.

5. FAP Panel Membership

- 5.1. Membership of the panel is split between Core Membership and Support Membership. Core members of the Fair Access Panel will attend each meeting. At each meeting senior representatives from every school will also be in attendance as will 3 support services representatives. The collective panel membership will use their expertise and knowledge to secure a decision for each individual pupil that is best for them. **Final decisions will rest with Core Panel Members.** The Panel will need to balance between the pupil's needs and what school/Academy or provision can best meet their needs, whilst ensuring that the pupil is supported and that no school/Academy is asked to admit a disproportionate amount of pupils through the protocol.

² A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

- 5.2. All schools and Academies will provide educational expertise and knowledge as well as represent an overall educational perspective for the City. All schools and academies will be provided with case information 48 hours before a panel meeting, through secure File Transfer Protocols (FTP).
- 5.3. There will also be 3 representatives from Support Services across Children and Families that constitute the Support Membership of the panel. These representatives will attend on a rotational basis (See Appendix 1 attached). They will be expected to represent their Service Area and provide relevant information about any involvement and support that can be offered. Case information will be provided to support services 5 working days before a panel meeting in order to provide a report at the panel meeting.
- 5.4. All Panel members are responsible for arranging for an informed colleague to attend in their place should they be unable to attend. All professionals must come fully prepared with information pertaining to the individual cases to be discussed. School/Academy representatives must have the power to make decisions regarding admissions on behalf of their school/Academy.
- 5.5. The core membership of the Fair Access Panel will be:

Core Panel Membership	
Chair (Elected Annually)	
Inclusion Officer	
Executive Head Teacher, Learning Centres	
Behaviour Strategy Co-ordinator	
Educational Welfare Officer	
Big Wood School	Designated Senior staff from every school/Academy (The representative members of NCSEP will be those senior staff who sit on the PSLBN)
Bluecoat Academy	
Bluecoat Beechdale Academy	
Bulwell Academy	
Djanogly City Academy	
Ellis Guilford School	
Emmanuel C of E School	
Farnborough School	
Fernwood School	
Nottingham Academy	
Nottingham Girls' Academy	
Nottingham University Samworth Academy	
Trinity Catholic School	
Top Valley Academy	

- 5.6. The support membership of the Fair Access Panel will be:

Support Services	Representing	
Inclusive Learning Representative	<ul style="list-style-type: none"> Inclusive Education Service Special Educational Needs Behaviour Support Team Vulnerable Groups 	
Family Community Team Representative		
		<ul style="list-style-type: none"> Child & Adolescent Mental Health Service Educational Psychology Service

**Children's Social Care
Representative**

Youth Offending Team
Family Community/Targeted support
Family Intervention Project
Children's Social Care – North
Children's Social Care – Central
Children's Social Care – South

6. Fair Access Panel Meetings

- 6.1. The Panel will meet twice per month with the exception of August each academic year. The meetings will be scheduled for the entire academic year.
- 6.2. Key contextual information will be provided by all schools and Academies prior to the panel meeting. This will be collated by the Inclusion Officer. Additionally, Fair Access statistics will be provided on a termly basis and shared with schools and Academies. In addition an annual report will be sent to the schools adjudicator.
- 6.3. Children who have recently experienced a traumatic family or domestic event or for whom there are clear medical grounds to support placement in a particular secondary school or Academy; such cases will be discussed in detail between the Inclusion Officer and the Headteacher/Principal prior to the Panel. Such placements will be made above the published admission number if necessary and may be brokered outside of a panel meeting.
- 6.4. The Partnership's Panel Co-ordinator will inform, in writing, the headteacher or principal of all schools/Academies and other stakeholders of the panels decision within 24 hours of the panel meeting. The school or academy must admit the pupil within 10 working days of being informed. If the Panel agree that a multi-agency meeting take place before admission, schools/Academies will have 15 working days in which to admit the pupil.
- 6.5. Funding is secured through the Schools Forum for the implementation of the Fair Access Protocol. This figure is currently £190,000 and is delegated to NCSEP to manage on behalf of the panel. This funding is secured to support Fair Access pupils' integration back into education through, translation costs, assessments, purchasing support services and providing alternative provision for pupils who are not ready for mainstream schooling. Pupils are to be allocated funding relevant to their need. A system to allocate funding for need will be consulted on during the Autumn Term 2012 by NCSEP. Education for pupils who have been permanently excluded will be provided by the appropriate Learning Centre (see section 7 below), and any costs recovered through agreed processes.

7. Learning Centre Reintegration

- 7.1. Within the City we are supported by two Learning Centres rated by Ofsted as 'Good' which support intervention within the City and educate permanently excluded pupils. Our Learning Centres work hard to identify pupils needs, address behaviour, attitudes and academic underperformance to try and raise achievement and reintegrate permanently excluded pupils back into mainstream

education. Reintegration into another mainstream school/Academy is the right option for the majority of pupils in year 7, 8, 9 and 10.

- 7.2. Pupils will not usually be considered for reintegration into a mainstream school/Academy until their behavioural, social or emotional needs have been addressed and they are ready to return to a mainstream setting. The Executive Headteacher will identify and support pupils who are ready to reintegrate back into mainstream education from Denewood Learning Centre or Unity Learning Centre. This will be supported by background information about the pupil and their progress whilst at the learning centre. Permanently excluded pupils ready for reintegration, attending an alternative PRU/Learning Centre will be considered through the panel and a recommendation sought from the Headteacher regarding their readiness for reintegration.
- 7.3. Pupils who live in the City boundary who have been permanently excluded will normally be placed on the roll of either Denewood or Unity Learning Centre. Permanently excluded pupils who move into the City, who are not ready for mainstream education will attend a Learning Centre until they are ready to be reintegrated back to mainstream education.
- 7.4. All secondary schools or Academies will take at least 1 reintegration pupil. Further reintegration pupils will be allocated through the panel and consideration will be given to the number of permanent exclusions issued by the school/Academy. Fair Access Protocols **must not** require a school/Academy to automatically take another child with challenging behaviour in the place of a child excluded from the school.
- 7.5. Reintegration placements should follow similar timelines to other panel pupils' admission. However, it is expected that the Denewood or Unity Learning Centres will continue to provide reintegration support for a specified period of time for any excluded pupils who are being reintegrated back into a mainstream school/Academy to ensure a smooth transition. Reintegration placements will be recorded and funded through the panel.

8. Other Key Documents

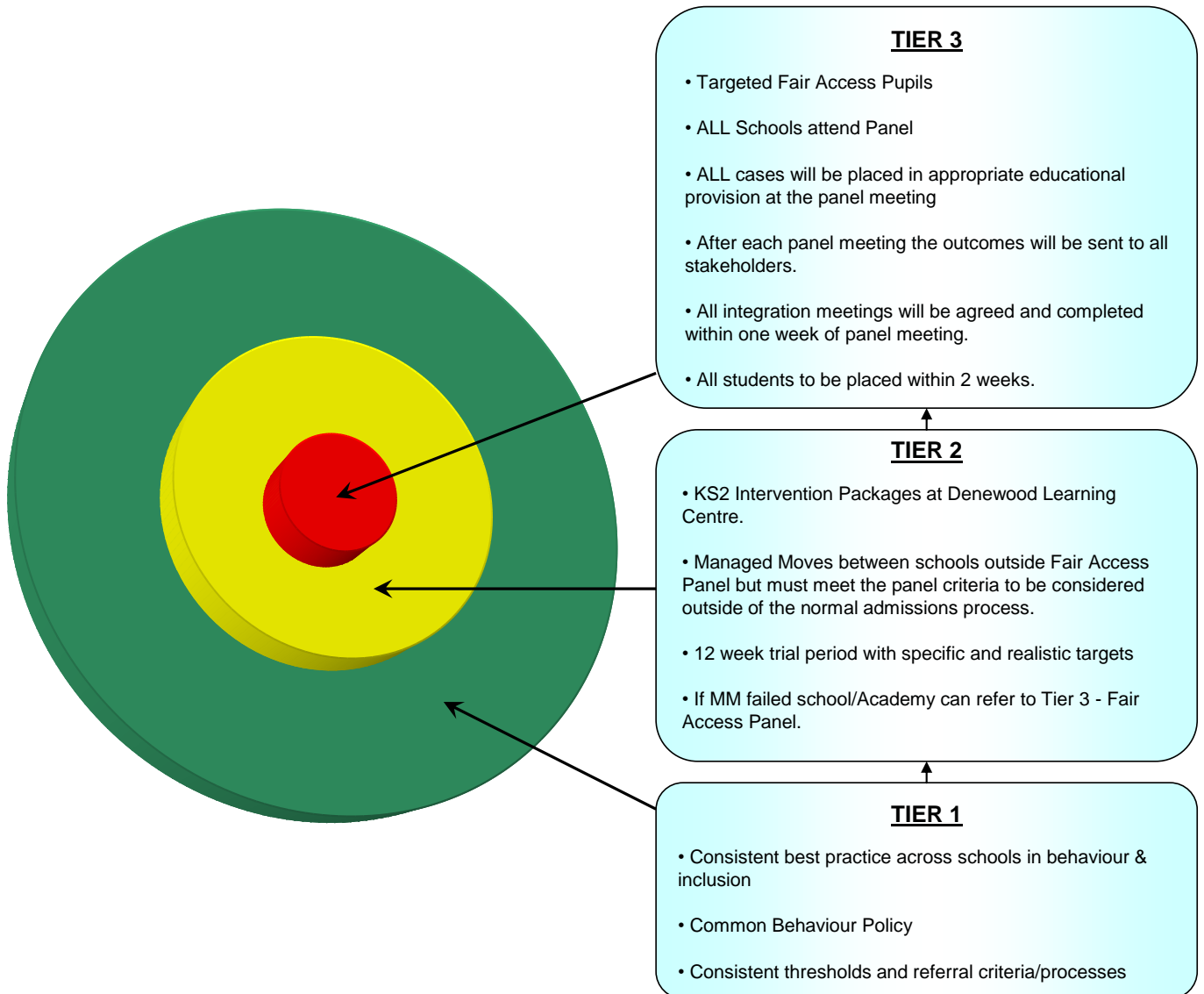
- 8.1. Other key documents are:
 - NCSEP Managed Move Protocol
 - Going to School in Nottingham – Information about admissions
 - Schools Admissions Code – February 2012
 - Intervention Protocol – Denewood Learning Centre

Fair Access Protocol

Primary Key Stage 1 & 2

Updated: September 2013

Overview of Support Leading to the Fair Access Protocol



Fair Access Protocol

1. Background

- 1.1. The School Admission Code which came into force on 1 February 2012 and requires there to be a Fair Access Protocol in operation in every Local Authority which has been agreed with the majority of schools in the 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, 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 (School Admissions Code, 3.9).

This is issued under Sections 84 and 85 of the School Standards and Framework Act 1998. The School Admissions Code can be viewed in full at

<http://media.education.gov.uk/assets/files/pdf/s/school%20admissions%20code%201%20february%202012.pdf>

- 1.2. The Fair Access Protocol (FAP) exists to ensure that access to education is secured quickly for children who have no school place, but for whom a place at a mainstream school/Academy or alternative provision is appropriate, and to ensure that all schools/Academies in an area admit their fair share of children with challenging behaviour. The operation of Fair Access Protocols is outside the arrangements of co-ordination
- 1.3. The Protocol encourages local authorities, schools and Academies to work together in partnership to improve behaviour and tackle persistent absence. There is no duty for local authorities or admissions authorities to comply with parental preference when allocating places through this protocol.
- 1.4. **All** Admissions Authorities **must** participate in the agreed Fair Access protocol (School Admissions Code 2012, paragraph 3.11) in order to ensure that unplaced children, especially the most vulnerable, are offered a place at a suitable school/Academy as soon as possible. This includes admitting children above the published admission number where the year group is already full. Nottingham City Council, Church of England and Catholic Diocesans, Academy Sponsors and Governing Bodies and their associated schools and Academies agree to comply with this protocol.
- 1.5. Children with statements of special educational need are **not** covered by this protocol as their needs are considered through a separate procedure.

2. Key Principles

- 2.1. There must be a balance between finding a place quickly, when the place might be in an undersubscribed school/Academy or one facing challenging circumstances, and finding a school/Academy place that is appropriate for the child. The principle of considering

the individual circumstances of the pupil, in terms of what is best for them, whether they are ready for mainstream schooling and, if so, which mainstream school/Academy will be best able to meet their needs **should** guide the operation of Fair Access Protocol.

2.2. The School Admissions Code states local authorities **must** ensure that no school/Academy, including undersubscribed schools/Academies, is asked to admit a disproportionate number of children who have been excluded from other schools/Academies or who have challenging behaviour (School Admissions Code 2012, paragraph 3.9).

2.3. It is expected that pupils on roll at a school or Academy within the City of Nottingham, considered at the Reintegration and Placement Panel (RAP), under the Fair Access Protocol (FAP) will have a Common Assessment Framework Form (CAF) and be open to the Team Around the Child (TAC) process.

2.4. Whilst each protocol covers only the schools/Academies in its local authority area, the home Local Authority should contact neighbouring authorities to help secure a place in that area under the protocol. The protocol is in effect a safety net for where normal admission procedures for in year admission have failed.

2.5. For the protocol to operate in accordance with the statutory requirement:

2.5.1. Schools/Academies will continue to admit pupils whose parents apply for an available place, under normal admission arrangements.

2.5.2. Pupils identified as Panel cases under the Fair Access Protocol will be given priority for admission over others on a waiting list or awaiting an appeal. Managed Moves will not be given priority for admission, unless they meet the criteria outlined in section 4.2 below.

3. Exceptions

3.1. The School Admissions Code states in paragraph 3.8:

*“Admission authorities **must not** refuse to admit children in the normal admissions round on the basis of their poor behaviour elsewhere. 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.”*

3.2. However, the School Admissions Code continues in paragraph 3.12:

*“Where a governing body does not wish to admit a child with challenging behaviour outside the normal admissions round, even though places are available, it **must** refer the case to the local authority for action under the Fair Access Protocol. This will normally only be appropriate where a school has a*

*particularly high proportion of children with challenging behaviour or previously excluded children. The use of this provision will depend on local circumstances and **must** be described in the local authority's Fair Access Protocol. This provision will not apply to a looked after child, a previously looked after child or a child with a statement of special educational needs naming the school in question, as these children **must** be admitted."*

- 3.3. All schools and Academies will be expected to participate fully with the Fair Access Protocol and to admit pupils who are hard to place. The Local Authority and, if necessary, a Primary Reintegration and Placement Panel (P-RAP) will consider any valid concerns about admission (e.g. a previous serious breakdown in the relationship between the school/Academy and the family or serious historical issues with other children at the preferred school/Academy). Consideration will also be given to the individual situation, and contextual data for each school or Academy, including, the number of pupils admitted through the protocol and being supported by the school or Academy.
- 3.4. If a school or academy refuses to comply with the decision of the Local Authority or the P-RAP Panel, they must state their reasons in writing to the Inclusion Officer within 5 school days from the date of the decision. The Inclusion Officer will then determine a written view after consulting with the school/Academy and other agencies. All schools and academies will support the view and decisions through the protocol. Additionally, the Local Authority or Secretary of State can enforce the protocol decision by using any powers of direction, if required.

4. Criteria for Priority Pupils

- 4.1. A pupil placed under this Protocol is not necessarily a "challenging" pupil. Any child in this category is however potentially a vulnerable child as long as an appropriate educational placement has not been secured.
- 4.2. The School Admissions Code 2012 states 7 minimum categories³ to include in a Fair Access Protocol. These categories identify a child as potentially "Hard to Place or vulnerable". These are not meant to be exhaustive but provide an example of pupils who **must** be considered under the protocol. It is proposed that the City protocol monitors these pupils, but will have specific focus on the following criteria:

³School Admissions Code 2012 – 7 Minimum Fair Access Criteria

- a) children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;
- b) children who have been out of education for two months or more;
- c) children of Gypsies, Roma, Travellers, refugees and asylum seekers;
- d) children who are homeless;
- e) children with unsupportive family backgrounds for whom a place has not been sought;
- f) children who are carers; and
- g) children with special educational needs, disabilities or medical conditions (but without a statement).

Priority Pupils - Triggers

7. Children in Public Care.
 8. Children attending Learning Centres who have been permanently excluded and who need to be reintegrated back into mainstream education. (See Section 7 below)
 9. Children seeking an alternative to permanent exclusion with a history of intensive multi-agency support (CAF) and where alternative placements have been unsuccessful e.g. managed move.
 10. Children who have been out of education for longer than one school term and/or have a history of serious attendance problems (below 50% attendance within a 12 month period)
 11. Children fleeing domestic violence
 12. Children returning from the criminal justice system
 13. Children whose parents have been unable to find them a school place because of a shortage of places:
 - after moving into the area
 - without a school place
 14. Children from unsupportive families where a place has not been sought.
- 4.3. Looked After Children⁴, will be given the highest priority for admission. The Inclusion Officer will establish in consultation with Social Care, the Virtual School and other agencies the preferred preferences for their education. The views of the schools preferred and any potential prejudice as a result of the placement will always be considered. However, in most circumstances a Looked After Child will be offered, in agreement with school or Academy, even if the year group is oversubscribed if the offer is considered in their best interests. Once an offer has been made, the Lead professional will normally, but not always arrange a multi-agency meeting to bring together all the professionals that have been working with the child to support their transition into their new educational provision.
- 4.4. The Inclusion Officer will determine if a pupil meets the Priority Pupils criteria (4.2). All pupils who meet the criteria will be considered as 'Priority Pupils' and background information (including a CAF or other relevant documentation) will be collated by Nottingham City Council. This information will be used to support any application to school and the pupil's subsequent admission. All schools and Academies participating in the protocol will ensure background information is shared without delay. If the pupil does not meet the above criteria, the application will be processed through the normal admissions procedures, however, if a place is not secured pupils may then be considered under point 7 above.
- 4.5. Pupils, who meet the above criteria, will be managed by the Inclusion Officer and consideration of a school place for Priority Pupils will be based on the school in their local area/catchment and

⁴ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

the individual circumstances of the case. These cases will be brokered by the Local Authority with schools and admission authorities. However, if a resolution cannot be established a Primary Reintegration and Placement Panel will review the case and issue a decision. The decisions of the Primary Fair Access Protocol, for all schools, will be reported termly to Education Improvement Partnerships. In addition an annual report will be sent to the schools adjudicator.

- 4.6. Pupils who are considered through the normal admission round but are unable to secure a school placement may first be offered a mandatory offer through the School Admissions Team. However, if this cannot be arranged they will be considered as a Priority Pupil.
- 4.7. The 1998 School Standards and Framework Act determined that by September 2001, no infant child should be in a class above 30. The School Admissions Code states in paragraph 2.15 that:

2.15 Infant class size – Infant classes (those where the majority of children will reach the age of 5, 6 or 7 during the school year) **must not** contain more than 30 pupils with a single school teacher. Additional children may be admitted under limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children are:

- children admitted outside the normal admissions round with statements of special educational needs specifying a school;
- looked after children and previously looked after children admitted outside the normal admissions round⁵;
- children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process;
- children admitted after an independent appeals panel upholds an appeal;
- children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance;
- children of UK service personnel admitted outside the normal admissions round;
- children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil;
- children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

Consideration will be given to the legal limit of class sizes in Key Stage 1. However, it may be necessary to admit pupils as exceptions through the Fair Access Protocol. If pupils do not meet

⁵ The School Admissions (Infant Class Sizes) (England) Regulations 2012. Previously looked after children are not excepted pupils for the purpose of these regulations until school year 2013/14.

one of the excepted pupil criteria, as stated in point 4.7 above, Priority Pupils will be given precedence for admission over others on a waiting list or awaiting an appeal.

- 4.8. Pupils transferring between City Schools and Academies in year 6 will be strongly discouraged.

5. Primary RAP Panel Meetings

- 5.1. If an admission can not be brokered directly with schools or Academies the Local Authority will arrange a Primary Reintegration and Placement Panel Meeting as outlined in section 4.5 above. There will generally be three panels (North, Central and South, although, these may adapt according to circumstance) which will be held by exception for pupils living in their catchment areas. The collective panel membership will use their expertise and knowledge to secure a decision for each individual pupil that is best for them. The Panel will need to balance between the pupil's needs and what school can best meet their needs, whilst ensuring that both are supported and that no school is asked to admit a disproportionate amount of pupils through the protocol, including consideration of Infant Class Sizes. All schools and Academies will support the decision of the panel.
- 5.2. Panel membership will consist of both school/Academy and support services representatives. All Panel members are responsible for arranging for an informed colleague to attend in their place should they be unable to attend. All professionals must come fully prepared with information pertaining to the individual cases to be discussed.
- 5.3. Schools and Academies will be represented by 3 head teachers from a maintained, Academy and Voluntary Aided Schools. School or Academy representatives will provide educational expertise and knowledge as well as represent an overall educational perspective for the City. Head Teacher representatives will be selected to represent the area schools. If pupils to be considered at the panel live near neighbouring panel borders, panel members may be selected from both panel areas to give an accurate representation of schools and local knowledge to secure appropriate education.
- 5.4. There will also be representatives from Support Services across Children and Families. They will be expected to represent their Service Area and provide relevant information about any involvement and support that can be offered.
- 5.5. The panel members will be provided with case information 5 working days before a panel meeting. Schools being considered for allocation will already have considered the case and expressed concerns in writing. However, they may inform their representative at least 2 working days prior to the meeting of any additional school information to be considered at the panel.
- 5.6. The core membership of the Primary RAP Panel will be (please see next page):

Core Members
Inclusion Officer (Chair) Support Services Representative(s) Denewood Learning Centre Representative Educational Welfare Officer Head Teacher Representatives (See table below)

Schools & Academies		
NORTH Panel	CENTRAL Panel	SOUTH Panel
1x City School 1x Academy 1x VA School	1x City School 1x Academy 1x VA School	1x City School 1x Academy 1x VA School
<ul style="list-style-type: none"> - AMBLESIDE PRIMARY - BULWELL ST. MARY'S CE VA PRIMARY - BURFORD PRIMARY - CANTRELL PRIMARY - CARRINGTON PRIMARY - CRABTREE FARM PRIMARY & NURSERY - GLADE HILL PRIMARY - HAYDN PRIMARY - HEATHFIELD PRIMARY - HEMPSHILL HALL PRIMARY - HENRY WHIPPLE PRIMARY - OLD BASFORD SCHOOL - OUR LADY OF PERPETUAL SUCCOUR C.V. ACADEMY - RISE PARK PRIMARY - ROBIN HOOD PRIMARY - ROSSLYN PARK PRIMARY - RUFFORD PRIMARY - SEELY PRIMARY - SNAPE WOOD PRIMARY - SOUTHGLADE PRIMARY - SOUTHWARK ACADEMY - SPRINGFIELD PRIMARY - ST. MARGARET CLITHEROW - STANSTEAD PRIMARY - WARREN PRIMARY ACADEMY - WESTGLADE PRIMARY - WHITEMOOR ACADEMY 	<ul style="list-style-type: none"> - BENTINCK PRIMARY - BERRIDGE PRIMARY - BROCKLEWOOD PRIMARY - CLAREMONT PRIMARY - DJANOGLY NORTHGATE ACADEMY - DUNKIRK PRIMARY - EDNA G OLDS ACADEMY - FERNWOOD INFANT - FERNWOOD JUNIOR - FIRBECK ACADEMY - FOREST FIELDS PRIMARY - GLENBROOK PRIMARY - JUBILEE PRIMARY - MELBURY PRIMARY - MELLERS PRIMARY - MIDDLETON PRIMARY - PORTLAND PRIMARY - RADFORD PRIMARY - ROBERT SHAW PRIMARY - SCOTHOLME PRIMARY - DJANOGLY STRELLEY ACADEMY - SOUTHWOLD PRIMARY - ST TERESA'S C.V. ACADEMY - ST. MARY'S C.V. ACADEMY 	<ul style="list-style-type: none"> - BLESSED ROBERT C.V. ACADEMY - BLUE BELL HILL ACADEMY - DOVECOTE PRIMARY - EDALE RISE PRIMARY - GLAPTON ACADEMY - GREENFIELDS PRIMARY - HIGHBANK PRIMARY - HOGARTH PRIMARY - HUNTINGDON ACADEMY - THE MILFORD ACADEMY - NOTTINGHAM ACADEMY (PRIMARY) - OUR LADY & ST EDWARD'S C.V. ACADEMY - RIVERSIDE PRIMARY - SNEINTON ST. STEPHEN'S V.A. - SOUTH WILFORD ENDOWED CE AIDED - ST PATRICKS V.A. PRIMARY - ST. ANN'S WELL ACADEMY - ST. AUGUSTINES C.V. ACADEMY - SYCAMORE ACADEMY - WALTER HALLS PRIMARY - WELBECK PRIMAY - WHITEGATE PRIMARY - WILLIAM BOOTH PRIMARY - WINDMILL L.E.A.D ACADEMY

6. RAP Panel Meetings

- 6.1. Panel meetings will be held as required. It is hoped that all but extremely exceptional cases can be brokered and placed through the main protocol. However, if there are serious concerns about an admission a Panel will be arranged to consider these cases.

- 6.2. Key contextual information will be provided by all schools and academies necessary prior to the panel meeting. This will be collated by the Admissions and Exclusion Team. Additionally, RAP statistics will be provided on a termly basis and shared with schools.

- 6.3. The Inclusion Officer will inform the Headteacher or Principal of the allocated school within 24 hours in writing of the Panel meeting. The school or academy must admit the pupil within 10 working days of being informed. If the Panel agree that a multi-agency meeting take place before admission, schools will have 15 working days in which to admit the pupil.
- 6.4. Funding is secured through the Schools Forum for the administration of the Primary Fair Access Protocol. This figure is currently £80,000. This funding is secured to support Fair Access pupils' integration back into education through, translation costs, assessments, purchasing support services and other inclusion strategies. Pupils are to be allocated funding relevant to their need. Education for pupils who have been permanently excluded will be provided by the appropriate Learning Centre (see section 7 below), and any costs recovered through agreed processes.

7. Learning Centre Reintegration

- 7.1. Within the City we are supported by two Learning Centres rated by Ofsted as 'Good' which support intervention within the City and educate permanently excluded pupils. Our Learning Centres work hard to identify pupils needs, address behaviour, attitudes and academic underperformance to try and raise achievement and reintegrate permanently excluded pupils back into mainstream education. Reintegration into another mainstream school/Academy is the right option for the majority of pupils.
- 7.2. Pupils will not usually be considered for reintegration into a mainstream school/Academy until their behavioural, social or emotional needs have been addressed and they are ready to return to a mainstream setting. The Executive Headteacher will identify and support pupils who are ready to reintegrate back into mainstream education from Denewood Learning Centre or Unity Learning Centre. This will be supported by background information about the pupil and their progress whilst at the learning centre. Permanently excluded pupils ready for reintegration, attending an alternative PRU/Learning Centre will be considered through the panel and a recommendation sought from the Headteacher regarding their readiness for reintegration.
- 7.3. Pupils who live in the City boundary who have been permanently excluded will normally be placed on the roll of either Denewood or Unity Learning Centre. Permanently excluded pupils who move into the City, who are not ready for mainstream education will attend a Learning Centre until they are ready to be reintegrated back to mainstream education.
- 7.4. All schools and Academies will take at least 1 reintegration pupil as required. Further reintegration pupils will be allocated through the panel and consideration will be given to the number of permanent exclusions issued by the school/Academy. Fair Access Protocols **must not** require a school/Academy to automatically take another child with challenging behaviour in the place of a child excluded from the school.

- 7.5. Reintegration placements should follow similar timelines to other panel pupils' admission. However, it is expected that the Denewood Learning Centre will continue to provide reintegration support for a specified period of time for any excluded pupils who are being reintegrated back into a mainstream school/Academy to ensure a smooth transition. Reintegration placements will be recorded and funded through the panel.

8. Other Key Documents

8.1. Other key documents are:

- Going to School in Nottingham – Information about admissions
- Schools Admissions Code – February 2012
- Intervention Protocol – Denewood Learning Centre

Equality Impact Assessment Form (Page 1 of 2)

Title of EIA/ DDM: School Admission Arrangements 2016/17
for community schools

Name of Author: Nick Lee

Department: Children and Adults

Director: Alison Michalska

Service Area: Access and Learning

Strategic Budget EIA Y/N (please underline)

Author (assigned to Covalent): Nick Lee

Brief description of proposal / policy / service being assessed:

School Admission Arrangements 2016/17 for community schools. That the proposed admission arrangements for 2016/17 be approved to include two minor changes to the arrangements determined for the 2015/16 arrangements. These changes are to include the revised definition of previously Looked After Children to give highest priority to all children adopted from care in line with the (DfE) guidance; and details of the process for requesting admission out of the normal age group, both changes are to comply with the revised School Admissions Code published on 19 December 2014.

Information used to analyse the effects on equality:

The proposal to include the revised definition of previously Looked After Children is a statutory requirement to comply with the revised School Admissions Code and has a positive effect on previously Looked After Children, giving them highest priority in admission arrangements. The proposal to include details of the process for requesting admission out of the normal age group in the admissions policy is a neutral proposal having no impact either negatively or positively on any specific group as the process has been in place for many years and is not changing.

	Could particularly benefit X	May adversely impact X	How different groups could be affected (Summary of impacts)	Details of actions to reduce negative or increase positive impact (or why action isn't possible)
People from different ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The proposal to include the revised definition of previously Looked After Children is a statutory requirement to comply with the revised School Admissions Code and has a positive effect on previously Looked After Children, giving them highest priority in admission arrangements. As the number of previously Looked After Children affected by the updated definition applying for a community school place is so small, there is unlikely to be any negative impact on other groups.</p> <p>The proposal to include details of the process for requesting admission out of the normal age group in the admissions policy is a neutral proposal having no impact either negatively or positively on any</p>	<p>The action of revising the definition of previously Looked After Children has a positive impact on this group of children – the number affected is so small it is unlikely to lead to any negative impact on other groups of children.</p> <p>The proposal to include details of the process for requesting admission out of the normal age group in the admissions policy is a neutral proposal for all applicants.</p>
Men	<input type="checkbox"/>	<input type="checkbox"/>		
Women	<input type="checkbox"/>	<input type="checkbox"/>		
Trans	<input type="checkbox"/>	<input type="checkbox"/>		
Disabled people or carers.	<input type="checkbox"/>	<input type="checkbox"/>		
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>		
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>		
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>		
Older	<input type="checkbox"/>	<input type="checkbox"/>		
Younger	<input type="checkbox"/>	<input type="checkbox"/>		
Other (e.g. marriage/ civil partnership, looked after children,	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

cohesion/ good relations,
vulnerable children/ adults).

***Please underline the group(s)
/issue more adversely affected
or which benefits.***

specific group as the process has been in
place for many years and is not changing.

Outcome(s) of equality impact assessment:

- No major change needed
- Adjust the policy/proposal ✓
- Adverse impact but continue
- Stop and remove the policy/proposal

Arrangements for future monitoring of equality impact of this proposal / policy / service:

The different criteria used for admission to all schools are available on an annual basis. The School Admission team will monitor and publish the oversubscription outcomes at the conclusion of each annual round. The admission arrangements for community schools are reviewed on an annual basis and, if changes are proposed, this will be publicly consulted on prior to any change being approved.

Approved by (manager signature):

The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel & email to allow citizen/stakeholder feedback on proposals.

Date sent to equality team for publishing:

Send document or link to:
equalityanddiversityteam@nottinghamcity.gov.uk

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://www.nottinghamcity.gov.uk/article/25573/Equality-Impact-Assessment>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly when this is going to happen.
7. Clearly cross referenced your impacts with SMART actions.