

**EXECUTIVE BOARD - 18 MARCH 2014**

<b>Subject:</b>	School Admission Arrangements 2015/2016 for community and voluntary controlled schools		
<b>Corporate Director(s)/ Director(s):</b>	Alison Michalska, Corporate Director for Children and Adults		
<b>Portfolio Holder(s):</b>	Councillor David Mellen, Portfolio Holder for Children's Services		
<b>Report author and contact details:</b>	Nick Lee, Acting Head of School Improvement 0115 8764618 <a href="mailto:nicholas.lee@nottinghamcity.gov.uk">nicholas.lee@nottinghamcity.gov.uk</a>		
<b>Key Decision</b>	£Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Subject to call-in</b>	£Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Reasons:</b> <input type="checkbox"/> Expenditure <input type="checkbox"/> Income <input type="checkbox"/> Savings of £1,000,000 or more taking account of the overall impact of the decision			<input type="checkbox"/> Revenue <input type="checkbox"/> Capital
Significant impact on communities living or working in two or more wards in the City			£ Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Total value of the decision:</b> Nil			
<b>Wards affected:</b> All		<b>Date of consultation with Portfolio Holder(s):</b> 11 October 2013	
<b>Relevant Council Plan Strategic Priority:</b>			
Cutting unemployment by a quarter			<input type="checkbox"/>
Cut crime and anti-social behaviour			<input type="checkbox"/>
Ensure more school leavers get a job, training or further education than any other City			<input type="checkbox"/>
Your neighbourhood as clean as the City Centre			<input type="checkbox"/>
Help keep your energy bills down			<input type="checkbox"/>
Good access to public transport			<input type="checkbox"/>
Nottingham has a good mix of housing			<input type="checkbox"/>
Nottingham is a good place to do business, invest and create jobs			<input type="checkbox"/>
Nottingham offers a wide range of leisure activities, parks and sporting events			<input type="checkbox"/>
Support early intervention activities			<input type="checkbox"/>
Deliver effective, value for money services to our citizens			£
<b>Summary of issues (including benefits to citizens/service users):</b>			
<p>To consider and approve the Local Authority's proposed admission arrangements for the 2015/2016 school year for community and voluntary controlled schools, following consultation, to ensure fair access to school places and to give priority to local children. The arrangements include changes to the admission arrangements determined for the 2014/2015 school year.</p> <p>The proposed admission arrangements are set out in <b>Appendix 1</b>. The proposed oversubscription criteria are attached as <b>Appendix 2</b>. Admission numbers for community and voluntary controlled schools are attached as <b>Appendix 3</b>. Maps showing current and the proposed revised catchment areas for city community schools are set out in <b>Appendix 4</b>. A copy of the timetable for the 2015/16 admission year is set out in <b>Appendix 5</b> and the City Council's Fair Access Protocol is set out in <b>Appendix 6</b>.</p>			
<b>Exempt information:</b>			
None			
<b>Recommendation(s):</b>			
<p><b>1</b> To approve the Local Authority's admission arrangements for the 2015/2016 school year for community and voluntary controlled schools, as set out in Appendix 1, which include the following changes to the admission arrangements determined for the 2014/2015 school year:</p> <ul style="list-style-type: none"> <li>the removal of criterion 5 from the infant/primary schools admission criteria (i.e. pupils attending the nursery of the school);</li> <li>an increase in the period of time the waiting list is kept open for infant, junior and primary schools for year groups Reception to Year 5, from 40 school days from the date of refusal</li> </ul>			

to all-year round. This means the waiting list will be kept open from the date of refusal until the last day of the 2016 summer half term and parents/carers will be contacted on a half-termly basis to ask if they wish their child's name to remain on the waiting list;

- amend catchment areas, as set out in Appendix 4b, which have been redrawn from those approved for the 2014/15 school year, to incorporate all currently undesignated areas of the city.

## **1 REASONS FOR RECOMMENDATIONS**

- 1.1 The Local Authority is the admission authority for community and voluntary controlled schools and is therefore responsible for determining the admission arrangements for these schools.
- 1.2 There was not a significant difference between the number of respondents that agreed or disagreed with the proposal to remove criterion 5 from the infant/primary schools admission criteria (i.e. pupils attending the nursery of the school) so the criterion will be removed to ensure that the Local Authority's admission arrangements are fully compliant with the School Admissions Code.
- 1.3 The majority of the respondents agreed with the proposal to increase the period of time the waiting list is kept open for infant, junior and primary schools and in order to increase the potential for parents/carers to be able to secure a place for their child at a local school the period of time the waiting list is kept open for infant, junior and primary schools for year groups reception to year 5, will be increased from 40 school days from the date of refusal to all-year round. This means the waiting list will be kept open from the date of refusal until the last day of the 2016 summer half term.
- 1.4 The majority of the respondents agreed with the proposal to amend catchment areas to incorporate all currently undesignated areas of the city and in order to ensure that pupils residing in these areas are afforded the same opportunity of being given priority for a place at their local school, so the catchment areas will be amended to those set out in Appendix 4b.

## **2 BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)**

- 2.1 In accordance with the School Standards and Framework Act 1998 and the 2012 School Admissions Code, the Local Authority has consulted with the City's Admission Forum, head teachers, governing bodies, relevant religious bodies and other persons in the relevant area who have an interest in the proposed admissions, parents and carers within the city, unions and Nottinghamshire County Council on all aspects of its proposed admission arrangements for 2015/16, which included proposed changes from the 2014/15 arrangements. The arrangements are set out in full in Appendices 1, 2 and 3. The consultation took place during the period 2 December 2013 to 31 January 2014.
- 2.2 In the autumn term 2013 the Office of the Schools Adjudicator found in a number of cases referred to them that admission arrangements which included a nursery criterion did not comply with the School Admissions Code, in that it failed the test of being "fair". The Adjudicator regarded it as unfair that proposed nursery criterion "*may have the effect of making parents seek a nursery place which does not meet their needs or leaving them without a reception place because they need more child care than is offered.*" She took the view that this unfairness outweighed the educational benefits of the proposal.

- 2.3 The Adjudicator also made reference to paragraph 2.16 of the School Admissions Code, which covers compulsory school age and deferred entry. She took the view that it is unfair to put any pressure on parents to enrol at the school earlier than they are legally required to. *“Parents have an absolute right to wait until their child is of statutory school age before school admission. Therefore, I think if there is any part of the school’s admission arrangements which results in a parent feeling under pressure to send their child to school, albeit to the nursery class, earlier than they wish and before they are legally obliged to do, then this seems to me to go against the assumption behind this paragraph of the Code, and I consider it to be unfair.”*
- 2.4 In each case considered by the Adjudicator she also found the nursery criterion to be unfair because the admission arrangements to the pre-school “would not be lawful if used for admission to the school.” She stated, *“I consider that to have admission to the school in any way dependent on unregulated admission arrangements of the pre-school is unfair.”*
- 2.5 In autumn 2011 the Local Authority consulted on arrangements for admission to schools in the 2013/14 school year to reduce the period of time the waiting list is kept open. Paragraph 2.14 of the School Admissions Code states that each admission authority must maintain a clear, fair and objective waiting list for at least the first term of the academic year of admission.
- 2.6 In addition to the Local Authority maintaining a waiting list until the end of the autumn term in the academic year of admission, it also currently maintains a waiting list for all year groups, with the exception of years 6, 10 and 11, for a period of 40 school days from the date of refusal of a place or until the summer half term, whichever is the sooner. This was introduced in an attempt to avoid unnecessary school transfers which may result in children being less likely to achieve educationally. However, Nottingham City is now experiencing a shortfall of primary school places due to a massive increase in the number of children in the city requiring a school place, as are other major cities in the UK. More families in Nottingham are having more children and wanting to access city schools, the population in the city is the highest it’s ever been since the 1970s. In the last two years Nottingham City has added extra places to try to address the issue, but the issue is so significant that central government has recently announced a programme to provide additional funding to local authorities to provide more places.
- 2.7 As a result of this pressure on primary school places there has been a significant increase in the number of parents/carers being unable to secure a place for their children at a local school and an increasing number of families with multiple children having to take their children to more than one school. The limited time their child’s name remains on the waiting list reduces their chances of obtaining a place at a local school or a school where the siblings attend.
- 2.8 Whilst it is acknowledged that the operation of the 40 school day time limit on the waiting list only came into effect for the 2013/14 school year, parents/carers are questioning the rationale for this limit and what action they can take following the removal of their child’s name from the waiting list. The only option for them is to continue to reapply in the hope that at the point the situation may have changed in that a place may have become available. If a place is still unavailable for their child, it would not result in them going back on the waiting list. This has resulted in an unnecessary burden on parents/carers to keep reapplying for a school place, so it is proposed to return to an all-year round waiting list for infant, junior and primary schools for year groups Reception to Year 5, which will be kept open from the date of refusal until the last day of the 2016 summer half term. Parents/carers will be contacted on a half-termly basis to ask if they wish their child’s name to remain on the waiting list.

- 2.9 There are no proposals to change the period of time the waiting list for secondary schools is kept open, as the situation outlined above is unique to the primary education phase.
- 2.10 There are currently a number of areas of the city which were not included within the catchment area of any school as they were predominantly industrial areas. However, many of these areas have recently been redeveloped into residential areas so in order to ensure that pupils residing in these areas are afforded the same opportunity of being given priority for a place at their local school, catchment areas have been redrawn to incorporate these previously undesignated areas. Details of these changes are shown in the maps set out in appendices 4B and 4C.

### **Responses to consultation**

- 2.11 Twenty consultation responses were received, one from Nottinghamshire County Council and the remainder from parents/carers. A summary of the responses is set out in paragraphs 2.12 to 2.14 below.
- 2.12 Eight respondents agreed to the proposal to remove criterion 5 from the infant/primary schools admission criteria (i.e. pupils attending the nursery of the school) and nine respondents disagreed with the proposal. The remaining respondents did not state whether or not they agreed with the proposal.
- 2.13 Eleven respondents agreed to the proposal to increase the period of time the waiting list is kept open for infant, junior and primary schools, where it's not possible to offer a place at a school named by parents/carers and three parents disagreed with the proposal. The remaining respondents did not state whether or not they agreed with the proposal.
- 2.14 Ten respondents agreed to the proposal to amend catchment areas to incorporate all currently undesignated areas of the city and four respondents disagreed with the proposal. The remaining respondents did not state whether or not they agreed with the proposal.

### **Determined admission arrangements 2014/15**

- 2.15 The admission arrangements for community and voluntary controlled schools for the 2014/15 school year were approved by Executive Board at its meeting held on 19 March 2013. However, for the reasons set out in paragraphs 2.2 to 2.8 above, at its meeting held on 19 November 2013 Executive Board approved that the 2014/15 admission arrangements be referred to the Office of the Schools Adjudicator to seek a variation to remove criterion 5 from the infant/primary schools admission criteria (i.e. pupils attending the nursery of the school) and to increase the period of time the waiting list is kept open for infant, junior and primary schools for year Reception to Year 5, where it's not possible to offer a place at a school named by parents/carers.
- 2.16 The decision of the Schools Adjudicator was to approve the variation to the admission arrangements for the 2014/15 school year as detailed in paragraph 2.15.

### **Co-ordinated Admission Arrangements**

- 2.17 The Local Authority is required by the Education Act 2002 to produce co-ordinated admission schemes for both secondary and primary admissions. These have been in operation since the 2004/2005 school year and are working well. It is not proposed to

alter these arrangements for the 2015/2016 school year. These schemes relate to admissions at the normal time, i.e. Reception year at infant/primary school, Year 3 at junior school and Year 7 at secondary school.

### **3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS**

- 3.1 The Local authority considered maintaining the 2013/14 and 2014/15 admission arrangements for the 2015/16 school year. This was because the admission arrangements for 2013/14 and 2014/15 are effective for admissions to school from September 2013 and September 2014 respectively, so it was initially considered that it may not yet be possible to assess the impact of reducing the period of time the waiting list is kept open. However, given the findings of the Office of the Schools Adjudicator, the impact of the increase in demand for school places and the redevelopment of areas within the city outlined in paragraphs 2.2 to 2.10 above, maintaining the current admission arrangements for 2015/16 may result in those arrangements not being fully compliant with the School Admissions Code and a potential increase in parents/carers being unable to secure a place for their child at a local school.

### **4 FINANCIAL IMPLICATIONS (INCLUDING VALUE FOR MONEY/VAT)**

- 4.1 Schools are funded from the Dedicated Schools Grant (DSG), which is allocated to all schools based on a formula and the October pupil (autumn term) census.
- 4.2 If all pupils are captured as part of the October census then the change in admissions policy will have no financial impact on the DSG allocation for Nottingham or individual schools.
- 4.3 As part of the budget setting process a contingency is allocated to support part year effect of any growth in pupil numbers.

### **5 RISK MANAGEMENT ISSUES (INCLUDING LEGAL IMPLICATIONS AND CRIME AND DISORDER ACT IMPLICATIONS)**

#### **General**

- 5.1 Admission arrangements are set to enable all school age students to access a suitable school place at the appropriate time, as far as possible according to their parents/carers' preference, so that they are not vulnerable to crime and disorder.
- 5.2 The School Admissions Code recommends that criteria are clear, fair and objective and operate for the benefit of all children. The admission arrangements and criteria ensure that the City will operate a fair and open system which is applied consistently and that arrangements are clear and accessible to parents and carers so that all have an equal opportunity to secure a school place for their child.

#### **Legal Implications**

- 5.3 Detailed exempt legal implications were appended to the report to Executive Board in this matter dated 19 November 2013. In terms of consultation and the proposed admission arrangements, the advice set out in the exempt legal implications has generally been followed.
- 5.4 Therefore, with Nottingham City Council having consulted on the proposed admission arrangements for the academic year 2015/2016 with some favourable results and the School Adjudicator having amended the authority's admission arrangements for the

academic year 2014/2015, it is advisable that the Executive Board now considers and determines whether to implement the proposed admission arrangements for the academic year 2015/2016. In so doing given that, on the one hand the School Adjudicator has already amended the authority's admission arrangements for the academic year 2014/2015 to remove criterion 5 (i.e. pupils attending the nursery of the school) from the infant/primary schools admission criteria, with on the other hand the slight majority against the proposed removal of criterion 5 from the infant/primary schools admission criteria for the academic year 2015/2016, it is advisable that the Executive Board gives the proposed removal of criterion 5 from the infant/primary schools admission criteria for the academic year 2015/2016 careful consideration and provides clear reasons for whatever decision it takes in respect of this particular proposal. In accordance with section 88(C) of the School Standards and Framework Act 1998 and regulations 2(2) and 17 of the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012, the Executive Board's overall determination should be taken by 15 April 2014.

### **Human Resources (HR) comments**

- 5.5 On the basis that there are no known workforce implications outlined in this report, HR support the recommendation regarding admission arrangements and provide no further comment regarding impact on workforce.

### **Unions comments**

- 5.6 Unison has noted the policy.

## **6 SOCIAL VALUE CONSIDERATIONS**

- 6.1 None

## **7 REGARD TO THE NHS CONSTITUTION**

- 7.1 Not applicable.

## **8 EQUALITY IMPACT ASSESSMENT (EIA)**

Has the equality impact been assessed?

- (a) not needed (report does not contain proposals for new or changing policies, services or functions, financial decisions or decisions about implementation of policies development outside the Council)
- (b) No
- (c) Yes – Equality Impact Assessment attached

Due regard should be given to the equality implications identified in any attached EIA.

## **9 LIST OF BACKGROUND PAPERS RELIED UPON IN WRITING THIS REPORT (NOT INCLUDING PUBLISHED DOCUMENTS OR CONFIDENTIAL OR EXEMPT INFORMATION)**

- 9.1 Results of consultation on proposed admission arrangements for community and voluntary controlled schools in Nottingham City carried out between 2 December 2013 and 31 January 2014.
- 9.2 Decision letter from the Office of the Schools Adjudicator dated 9 January 2014 approving the variation to the 2014/15 admission arrangements for community and voluntary controlled schools.

## **10 PUBLISHED DOCUMENTS REFERRED TO IN THIS REPORT**

- 10.1 School Admissions Code 2012.
- 10.2 The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012.
- 10.3 Report and minutes of Executive Board on 19 March 2013 setting out the proposed school admission arrangements for the 2014/15 school year.
- 10.4 Report and minutes of Executive Board on 19 November 2013 to approve that the admission arrangements determined for the 2014/15 school year be referred to the Office of the Schools Adjudicator for variation and to approve the consultation for 2015/2016 to include proposed changes to admission arrangements for community and voluntary controlled schools for the 2015/2016 school year.

## **11 OTHER COLLEAGUES WHO HAVE PROVIDED INPUT**

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**Proposed Admissions Arrangements for 2015/16**

- 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 2014 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 2015 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 2 March 2015 for places in year 7 at secondary schools and year 10 at 14-19 academies, university technical colleges or studio schools; and on 16 April 2015 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 2015; 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 2015. Under exceptional circumstances the Local Authority may be willing to accept applications which are received late but by no later than 8 January 2015 for places in year 7 at secondary schools and year 10 at 14-19 academies, university technical colleges or studio schools; and 20 February 2015 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. In the case of infant to junior transfers, attendance at the linked infant school does not guarantee a place at the junior school. Parents/carers can check which is the catchment school for their home address by visiting the website ([www.mynottingham.gov.uk/schooladmissions](http://www.mynottingham.gov.uk/schooladmissions)), emailing the School Admissions Team ([schooladmissions@nottinghamcity.gov.uk](mailto: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 and voluntary controlled school, and for a place at those schools/academies for whom the Local Authority co-ordinates in-year applications. For schools/academies that the Local Authority does not co-ordinate in-year applications, parents/carers will should contact that school/academy directly to find out how to apply for a place there. 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 2015 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 2016 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 and controlled schools which are oversubscribed until the last day of the 2016 summer half term (no waiting list will be maintained for year 6).
- Children who's fifth birthday falls between 1 September 2015 and 31 August 2016 will be admitted to full-time school at the beginning of the 2015/16 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 2015/16 year and the parent would have to apply for a place during the 2016 summer term for admission into year 1 in September 2016. 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 2015/16 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 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: 2015/16**

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, where that school is named in the child's statement 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 pupils looked after by the local authority or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, 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. An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence 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. 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 2015/16 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 the Corporate Director of Children and Families (or their nominated representative) in consultation with the school concerned.**

Waiting lists will be maintained for the 2015 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 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.**

**Admission criteria for Farnborough School: 2015/16**

Up to 21 places (10%) will be allocated to pupils who, at the closing date for applications, can show an aptitude for Technology, whose parents have requested a place at the school. Places will be allocated on the results of a test to assess a pupil's technological aptitude. Priority will be given to pupils who have the highest test scores. Parents will have the right to request a copy of their child's test results.

Where an applicant is unsuccessful in gaining one of the 21 specialist places, the application will automatically be considered under the criteria listed below. Where there are fewer applicants than specialist places, remaining places will be allocated according to the criteria listed below.

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, where that school is named in the child's statement 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 pupils looked after by the local authority or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, 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. An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence 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. 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 2015/16 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 the Corporate Director of Children and Families (or their nominated representative) in consultation with the school concerned.

Waiting lists will be maintained for the 2015 autumn term only for year 7 at oversubscribed secondary schools. Thereafter, waiting lists for year 7 and 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 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 infant/primary schools criteria: 2015/16**

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, where that school is named in the child's statement 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 pupils looked after by the local authority or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, 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. An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence 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. 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 2015/16 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 the Corporate Director of Children and Families (or their nominated representative) in consultation with the school concerned.**

Waiting lists will be maintained until the last day of the summer half term for reception year to year 5. 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 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).

**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 to Fernwood Junior School criteria: 2015/16**

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, where Fernwood Junior School is named in the child's statement 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 pupils looked after by the local authority or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, 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. An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence 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. 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 attend Fernwood Infant School, whose parents have requested a place at the school.

In the event of oversubscription within the second criterion, preference will be given to pupils in the following way:

- i) 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 Fernwood Infant School;
  - ii) pupils who, at the closing date for applications live within the catchment area\* and whose parents have requested a place at the school;
  - iii) pupils living 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 Fernwood Infant School;
  - iv) other pupils living outside the catchment area whose parents have requested a place at the school.
3. 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 Fernwood Infant School.



4. 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.
5. 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 Fernwood Infant School.
6. 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 2015/16 school year.

**The above criteria (2-6) 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 the Corporate Director of Children and Families (or their nominated representative) in consultation with the school concerned.

Waiting lists will be maintained until the last day of the summer half term for years 3 to 5. 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 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).

## Admission Numbers 2015/16

Name of School	Proposed No.
Bentinck Primary	30
Berridge Primary	90
Brocklewood Primary	73
Bulwell St Mary's CE**	45
Burford Primary	30
Cantrell Primary	60
Carrington Primary	30
Claremont Primary	60
Crabtree Farm Primary	60
Dovecote Primary	60
Dunkirk Primary	60
Edale Rise Primary*	30
Fernwood Infant	120
Fernwood Junior	120
Forest Fields Primary	90
Glade Hill Primary	30
Glenbrook Primary*	30
Greenfields Community	30
Haydn Primary	60
Heathfield Primary	100
Hempshill Hall Primary	60
Henry Whipple Primary	30
Jubilee Primary	60

Name of School	Proposed No.
Melbury Primary	30
Mellers Primary	30
Middleton Primary	60
Radford Primary	30
Rise Park Primary	60
Riverside Primary	30
Robert Shaw Primary	60
Robin Hood Primary	60
Rosslyn Primary	64
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

## APPENDIX 3

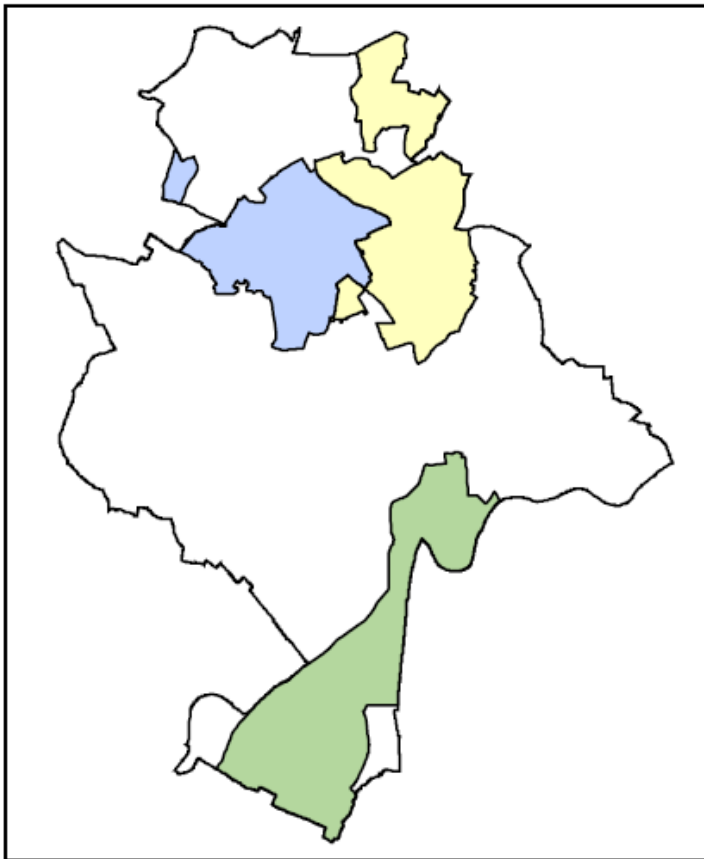
Secondary Schools	
Name of School	Proposed No
Big Wood	150
Ellis Guilford	270
Farnborough	210

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 2013/14 academic year.

\*\* Proposed voluntary aided status during the 2013/14 academic year.

## Catchment areas for community secondary schools



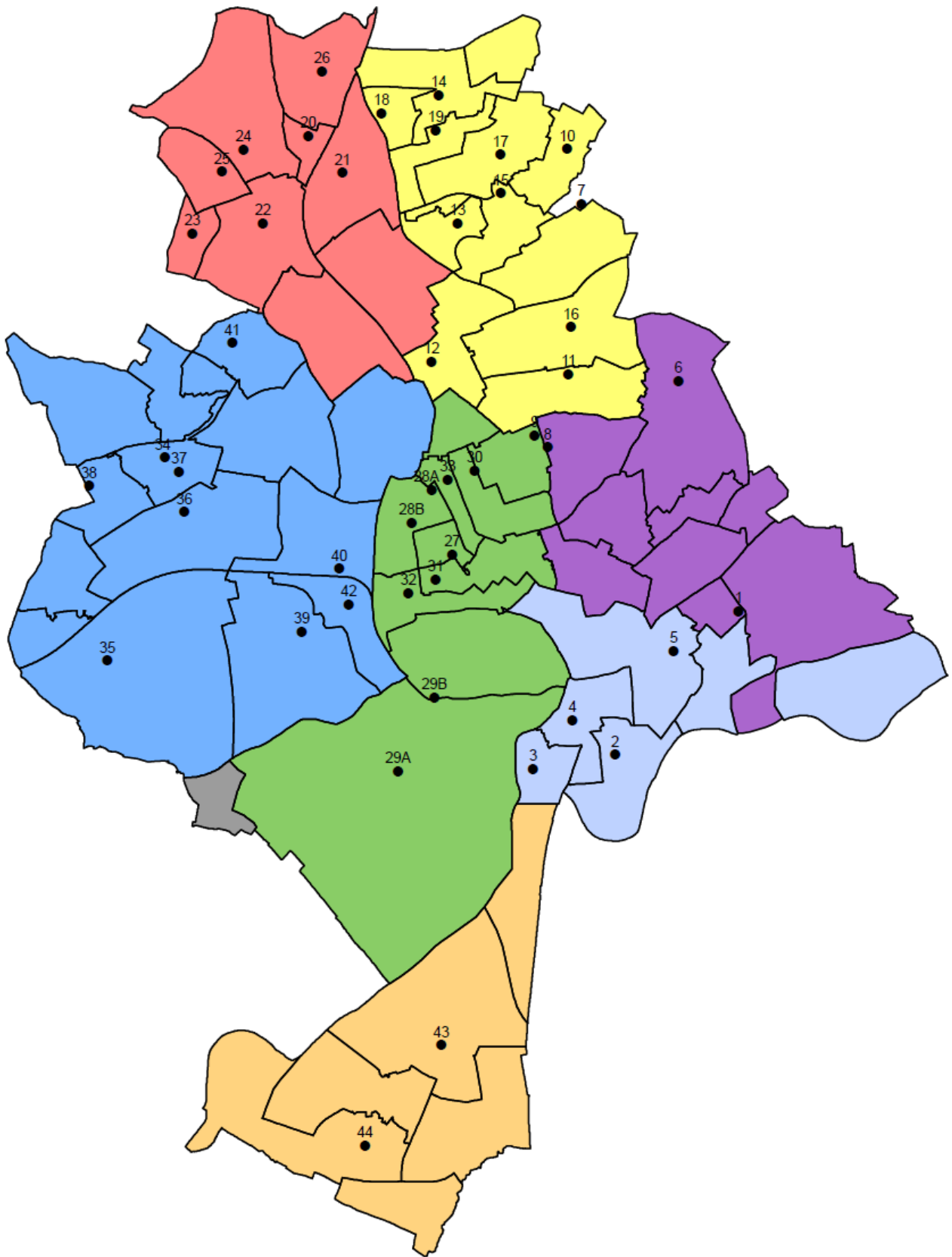
### Key

	Big Wood School
	Ellis Guilford School and Sports College
	Farnborough School Technology 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  
The Hadden Park High School  
Bluecoat Academy  
Nottingham Emmanuel CofE (VA) School  
Nottingham University Samworth Academy  
The Trinity Catholic School  
Nottingham Girls' Academy  
Top Valley Academy  
Nottingham University Academy of Science & Technology

# Appendix 4B - Proposed Catchment Areas and School Locations



**Key****Catchment areas for community & voluntary controlled primary/infant/junior schools****NG1**

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

**NG3**

- 6 Walter Halls Primary School (Nursery attached)

**NG5**

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

**NG6**

- 20 Bulwell St Mary's Primary & Nursery School
- 21 Cantrell Primary & Nursery School
- 22 Crabtree Farm Primary & Nursery School

- 23 Hempshill Hall Primary & Nursery School
- 24 Rufford Primary & Nursery School
- 25 Snape Wood Primary & Nursery School
- 26 Springfield Primary School (Nursery attached)

**NG7**

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

**NG8**

- 34 Brocklewood Primary and Nursery School
- 35 Fernwood Infant & Junior School
- 36 Glenbrook Primary & Nursery School
- 37 Jubilee Primary & Nursery School
- 38 Melbury Primary School (Nursery attached)
- 39 Middleton Primary & Nursery School
- 40 Robert Shaw Primary School
- 41 Rosslyn Park Primary & Nursery School
- 42 Southwold Primary School

**NG11**

- 43 Dovecote Primary & Nursery School
- 44 Whitegate Primary & Nursery School

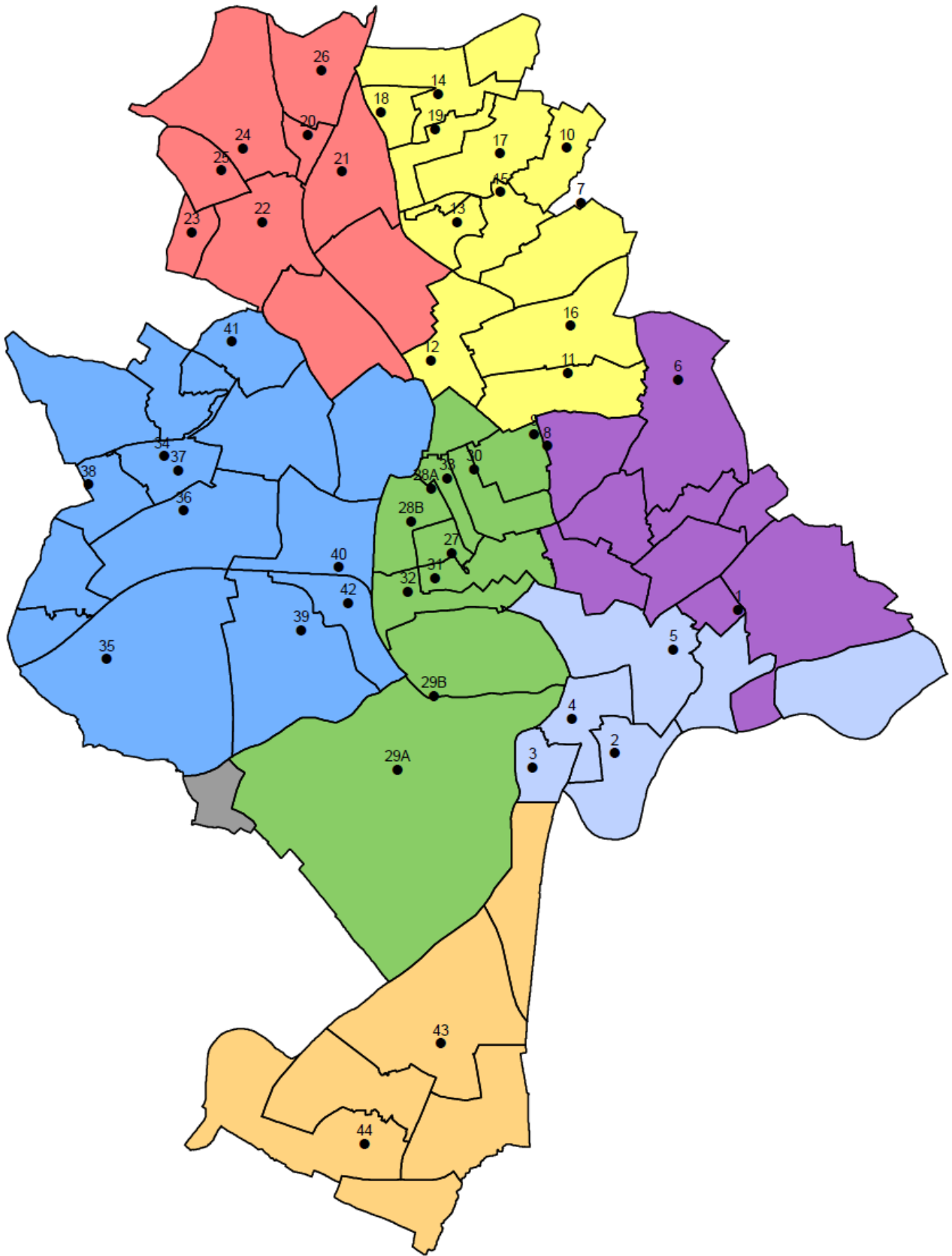
There are other primary schools in Nottingham responsible for making their own admission arrangements. These are:

South Wilford Endowed CE Primary School  
 St Margaret Clitherow 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 Primary & Nursery School  
 Our Lady of Perpetual Succour Catholic Voluntary Acad  
 Ambleside Primary School  
 Firbeck Academy  
 Glapton Academy  
 Djanogly Strelley Academy

Blue Bell Hill Academy  
 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  
 Portland Primary Academy  
 Highbank Primary & Nursery School

Details of these schools/academies' proposed admission arrangements for 2015/16 should be on their own website. A copy may also be available at [www.mynottingham.gov.uk/schooladmissions](http://www.mynottingham.gov.uk/schooladmissions) after 1 November 2013

# Appendix 4B - Proposed Catchment Areas and School Locations



TIMETABLE FOR CO-ORDINATED ADMISSIONS PROCESS 2015/16

2015/16 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:
<b>Transfers from junior/primary to secondary school</b>	By Wednesday 3 <sup>rd</sup> September 2014	On Friday 5 <sup>h</sup> September 2014	Friday 31 <sup>st</sup> October 2014 ( <i><b>national closing date</b></i> )	On Monday 2 <sup>nd</sup> March 2015 ( <i><b>national offer date</b></i> )
<b>First admission to infant/primary school and transfers from infant to junior school</b>	By Wednesday 19 <sup>th</sup> November 2014	On Friday 21 <sup>st</sup> November 2014  Local Authority to distribute for children not attending a nursery attached to a city infant or primary school	Thursday 15 <sup>th</sup> January 2015 ( <i><b>national closing date</b></i> )	Thursday 16 <sup>th</sup> April 2015 ( <i><b>national offer date</b></i> )
<b>Transfers from secondary school to year 10 at 14- 19 academies, colleges or studio schools</b>	By Wednesday 3 <sup>rd</sup> September 2014	On Friday 5 <sup>h</sup> September 2014	Friday 31 <sup>st</sup> October 2014 ( <i><b>national closing date</b></i> )	On Monday 2 <sup>nd</sup> March 2015 ( <i><b>national offer date</b></i> )

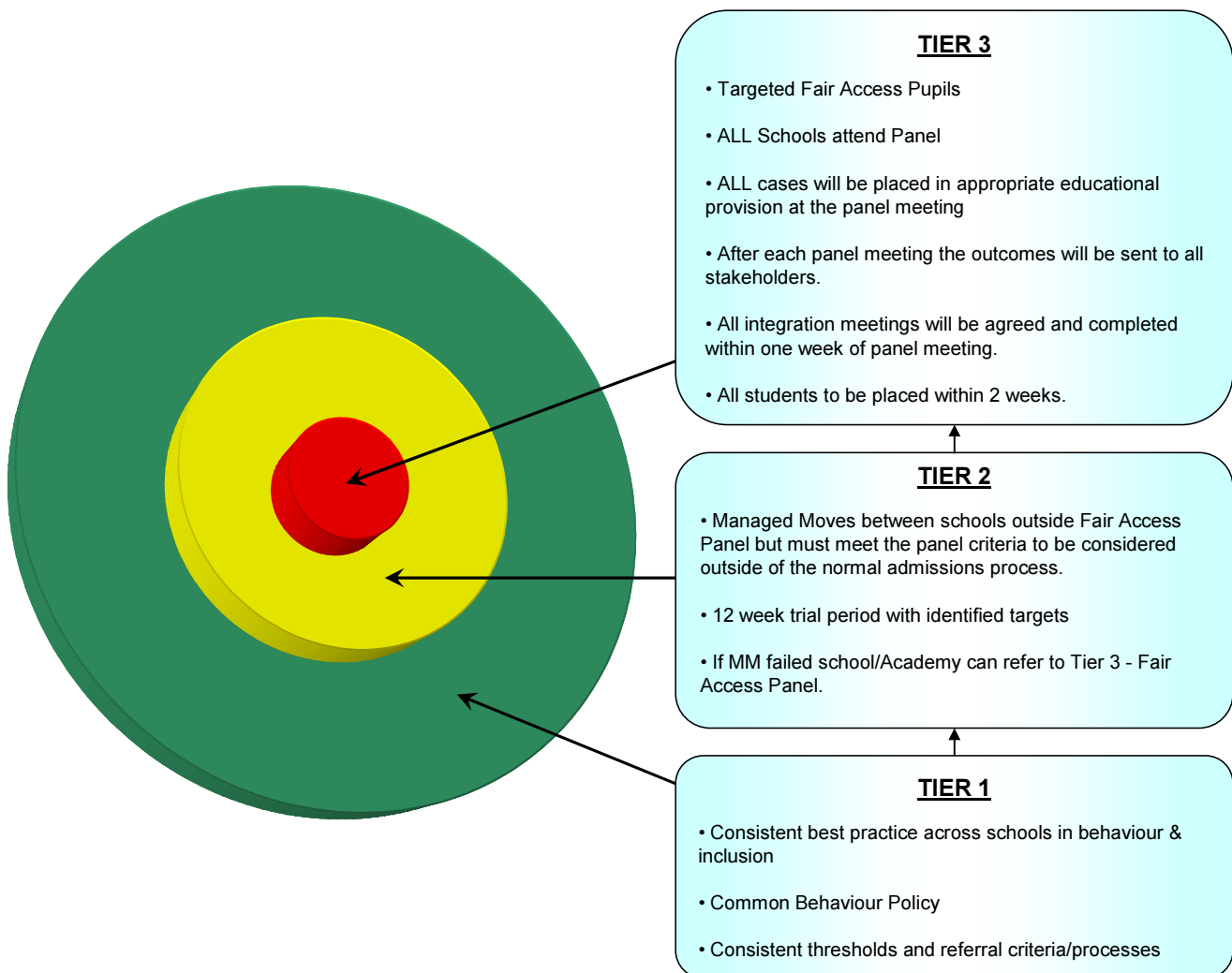
# Fair Access Protocol

## Secondary Key Stage 3 & 4

Updated: September 2012



# 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 categories<sup>1</sup> 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**

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 Children<sup>2</sup>, 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

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<sup>1</sup>School 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).

<sup>2</sup> 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.

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.
- 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	
Bulwell Academy	
Djanogly City Academy	
Ellis Guilford School	
Emmanuel C of E School	
Farnborough School	
Fernwood School	
Hadden Park High 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
<b>Inclusive Learning Representative</b>	<ul style="list-style-type: none"> <li>Inclusive Education Service</li> <li>Special Educational Needs</li> <li>Behaviour Support Team</li> <li>Vulnerable Groups</li> </ul>
<b>Family Community Team Representative</b>	<ul style="list-style-type: none"> <li>Child &amp; Adolescent Mental Health Service</li> <li>Educational Psychology Service</li> <li>Youth Offending Team</li> <li>Family Community/Targeted support</li> </ul>
<b>Children's Social Care Representative</b>	<ul style="list-style-type: none"> <li>Family Intervention Project</li> <li>Children's Social Care – North</li> <li>Children's Social Care – Central</li> <li>Children's Social Care – South</li> </ul>

## 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

# Planned Dates for Fair Access Panel Meetings 2012/2013

No of Panels	Dates	Venue	Schools & Academies	Support Services		
				Inclusive Learning	Family Community	Social Care
1	Wed 19/09/2012 13:45	Djanogly GB Site	NCSEP Representatives  GDFT Representatives  Learning Centre Representative	Mirth Parker	Viv McCrossen Mark Andrews Ken Beaumont	Helen Blackman
2	Wed 03/10/2012 13:45	Djanogly GB Site		Special Educational Needs	Youth Offending Team	Family Intervention Project
3	Wed 17/10/2012 13:45	Djanogly GB Site		Behaviour Support Team	Family Community Teams	Social Care
4	Wed 07/11/2012 13:45	Djanogly GB Site		Inclusive Education Service	Educational Psychology Service	
5	Wed 21/11/2012 13:45	Djanogly GB Site			Child & Adolescent Mental Health Service	
6	Wed 05/12/2012 13:45	Djanogly GB Site				
7	Wed 19/12/2012 13:45	Djanogly GB Site				
8	Wed 23/01/2013 13:45	Djanogly GB Site				
9	Wed 06/02/2013 13:45	Djanogly GB Site				
10	Wed 27/02/2013 13:45	Djanogly GB Site				
11	Wed 13/03/2013 13:45	Djanogly GB Site				
12	Wed 27/03/2013 13:45	Djanogly GB Site				
13	Wed 24/04/2013 13:45	Djanogly GB Site				
14	Wed 08/05/2013 13:45	Djanogly GB Site				
15	Wed 22/05/2013 13:45	Djanogly GB Site				
16	Wed 12/06/2013 13:45	Djanogly GB Site				
17	Wed 26/06/2013 13:45	Djanogly GB Site				
18	Wed 10/07/2013 13:45	Djanogly GB Site				

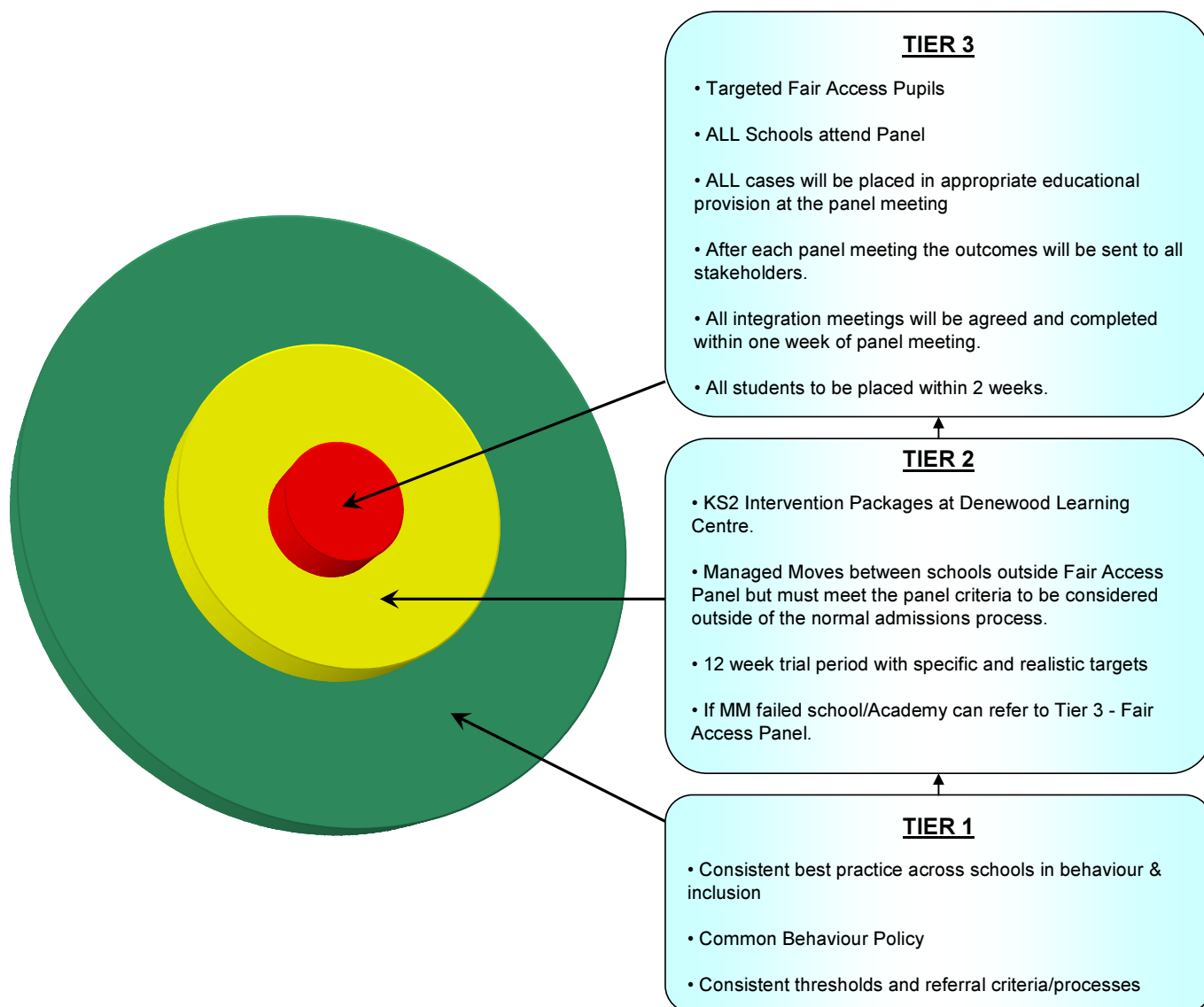


# Fair Access Protocol

## Primary Key Stage 1 & 2

**Updated: September 2012**

# 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 categories<sup>3</sup> 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:

##### **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 Children<sup>4</sup>, 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

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<sup>3</sup>School 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).

<sup>4</sup> 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.

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 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 round<sup>5</sup>;
- § 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;

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<sup>5</sup> 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.

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

## 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

### Name and brief description of proposal / policy / service being assessed

School Admission Arrangements 2015/2016 for community & voluntary controlled schools. That the proposed admission arrangements for 2015/16 be approved to include proposed changes for the removal of criterion 5 from the infant/primary schools admission criteria (i.e. pupils attending the nursery of the school), increasing the period of time the waiting list is kept open for infant, junior and primary schools, where it's not possible to offer a place at a school named by parents/carers.

### Information used to analyse the effects on equality

When the criterion for nursery attendance was first introduced consultation responses were evenly split between respondents who thought there were strong educational benefits to accrue – which could support the attainment of children from more deprived communities and those who felt it created the potential for children who had working parents would be disadvantaged. The decision was taken at the time that the educational benefits outweighed any potential negative impact. Subsequently a number of judgements by the Office of the Schools' Adjudicator made in cases across the country have made clear that the potential disadvantage to certain children of maintaining the nursery attendance criterion is in breach of the School Admissions Code. The judgements are unambiguous in stating that there are no circumstances in which the application of the nursery criterion does not give rise to the potential for disadvantaging certain groups of or individual children and their families. The waiting list proposal is a neutral proposal having no impact on either negatively or positively on any specific group.

	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 not possible)
People from different ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	Working parents and particularly single working parents are most likely to be positive beneficiaries of the removal of a nursery attendance criterion. This is because they are less likely to utilise school based nursery schools as they don't offer the full day care frequently required to meet the demands of working families or individuals.	The action of removing the criterion removes the potential for negative impact – there is no requirement to increase a positive impact. The proposed change is to establish a neutral position for all applicants.
Men, women (including maternity/pregnancy impact), transgender people	<input type="checkbox"/>	<input type="checkbox"/>		
Disabled people or carers	<input type="checkbox"/>	<input type="checkbox"/>		
People from different faith groups	<input type="checkbox"/>	<input type="checkbox"/>		
Lesbian, gay or bisexual people	<input type="checkbox"/>	<input type="checkbox"/>		
Older or younger people	<input type="checkbox"/>	<input type="checkbox"/>		
Other - Working parents, single working parents.		<input type="checkbox"/>		

### 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 criterion used for admission to all schools is available on an annual basis. The School Admission team will monitor and publish the oversubscription outcomes at the conclusion of each annual round.

## Equality Impact Assessment Form

Approved by

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