

Proposed Admissions Arrangements for 2020/21

- 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 2019 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 2020 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.
- An email will be sent to all parents/carers who applied online by the closing date and a letter will be sent to all parents/carers who applied on a paper application form by the closing date advising of the single offer of a place on 2 March 2020 (first working day after national offer date of 1 March 2020) 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 2020 (national offer date) for places in reception year at infant or primary schools and year 3 at junior schools.
- 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 Failure to do so will result in the place being withdrawn and it may be offered to another pupil.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has been offered in error or on the basis of a fraudulent or intentionally misleading application the offer may be withdrawn and the place offered to a pupil with a higher priority to that place.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 2020; 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 2020. Under exceptional circumstances the Local Authority may be willing to accept applications which are received late but by no later than 5 pm on 29 November 2019 for places in year 7 at secondary schools and year 10 at 14-19 academies, university technical colleges or studio schools; and 5 pm on 10 February 2020 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 alternative offers).
- Parents/carers living within the catchment area are not guaranteed a place. Parents/carers can check which is the catchment school for their home address by visiting the website (www.nottinghamcity.gov.uk/schooladmissions), emailing the School Admissions Team (schooladmissions@nottinghamcity.gov.uk) or by telephoning the Team (0115 841 5568).

- Attendance at a particular nursery does not guarantee admission to the main school for infant/primary education. Parents/carers must make an application for admission to the main school as referred to in the first bullet point above.
- All applications for admission to community nursery schools must be made to the head teacher of the relevant nursery school.
- Applications for admission are considered against the planned admission number for the year group.
- Requests for in-year applications (i.e. transfers outside the time of normal transfer from one stage of education to another) are partially co-ordinated by the Local Authority. Parents/carers must apply to the Local Authority for a place at a city community school, and for a place at those schools/academies for whom the Local Authority co-ordinates in-year applications. For those schools/academies that the Local Authority does not co-ordinate in-year applications, parents/carers should contact that school/academy directly to find out how to apply for a place there. 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. The fair access protocol for primary schools was updated in September 2013 and the fair access protocol for secondary schools was updated in June 2016.
- In accordance with the School Admissions Code, waiting lists for reception year to year 5 will be maintained for community primary schools which are oversubscribed until the last day of the 2021 summer half term (no waiting list will be maintained for year 6).
- Children whose fifth birthday falls between 1 September 2020 and 31 August 2021 will be admitted to full-time school at the beginning of the 2020/21 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 2020/21 year and the parent would have to apply for a place during the 2021 summer term for admission into year 1 in September 2021. 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 2020/21 school year. Parents/carers can request that their child takes up a school place part-time until their child reaches compulsory school age.
- Parents/carers may request admission for their child outside their normal age group. In general, it is considered that children should be educated in their normal age group, with the curriculum differentiated as appropriate, and they should only be educated out of their normal age group in very limited circumstances. The decision to allow a child to repeat a year or to admit a child into a cohort outside their chronological year group, in most cases lies with the

school or educational setting. However, the following requests must be referred to the School Admissions Team at Children and Adults for consideration and advice:

1. for children on roll at community schools due to transfer from one phase of education to another (i.e. key stage 1 to key stage 2 or key stage 3 to key stage 4);
2. for children who are chronologically due to start Reception/Foundation 2, regardless of which school they are applying for
 - a. parents are required to make an application for their child's normal age group at the usual time (by 15 January) but should also submit a request for admission out of the normal age group at the same time;
 - b. the relevant admission authority will be required to make a decision on which age group the child should be admitted to. One admission authority is not required to honour the decision made by another admission authority on admission out of the normal age group;
 - c. if the request is agreed by all admission authorities, the application for the normal age group may be withdrawn before a place is offered. Parents will then need to make a new application for reception/Foundation 2 as part of the main admissions round for the following year. The application will then be considered alongside other applications received and determined against the admission arrangements;
 - d. if the request to be admitted out of age group is refused, the parent must decide whether or not accept the offer of a place for the normal age group, or to refuse it.
3. For children due to transfer from key stage 2 to key stage 3 (with the exception of pupils on roll at Nottingham Academy who wish to continue to attend the academy)
 - a. parents are required to make an application for their child's normal age group at the usual time (by 31 October) but should also submit a request for admission out of the normal age group at the same time;
 - b. the relevant admission authority will be required to make a decision on which age group the child should be admitted to. One admission authority is not required to honour the decision made by another admission authority on admission out of the normal age group;
 - c. if the request is agreed by all admission authorities, the application for the normal age group may be withdrawn before a place is offered. Parents will then need to make a new application for year 6 as part of the main admissions round for the following year. The application will then be considered alongside other applications received and determined against the admission arrangements;
 - d. if the request to be admitted out of age group is refused, the parent must decide whether or not accept the offer of a place for the normal age group, or to refuse it.

All requests should be forwarded or referred to the School Admissions Team at Children and Adults. Such requests will need to be made in writing and can be from the parent/carer of a child and/or the Head Teacher of the child's present school. The admission authority will make a decision on the basis of the circumstances of the case and in the best interests of the child concerned.

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

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

First admission to primary schools criteria: 2020/21

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

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

1. Places will first be allocated to a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with section 22(1) of the Children Act 1989 at the time of making an application to a school. An adoption order is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989 as amended by section 12 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
2. Places will then be allocated to pupils who, at the closing date for applications, live within the catchment area*, whose parents have requested a place at the school and who have a sibling already attending the school whom is expected still to be on roll at the proposed date of admission of the applicant sibling.
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 closing date for applications, have a sibling already attending the school whom is expected still to be on roll at the proposed date of admission of the applicant sibling.
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 2020/21 school year.

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

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

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

Waiting lists will be maintained until the last day of the summer half term for reception year to year 5 (i.e. May 2021). 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 or civil partnership;
- adopted or fostered children or children living in the same household under the terms of a child arrangements or special guardianship 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 primary education. All applications for admission to the main school must be made to the Local Authority and will be considered against the oversubscription criteria listed in 1-5 above.

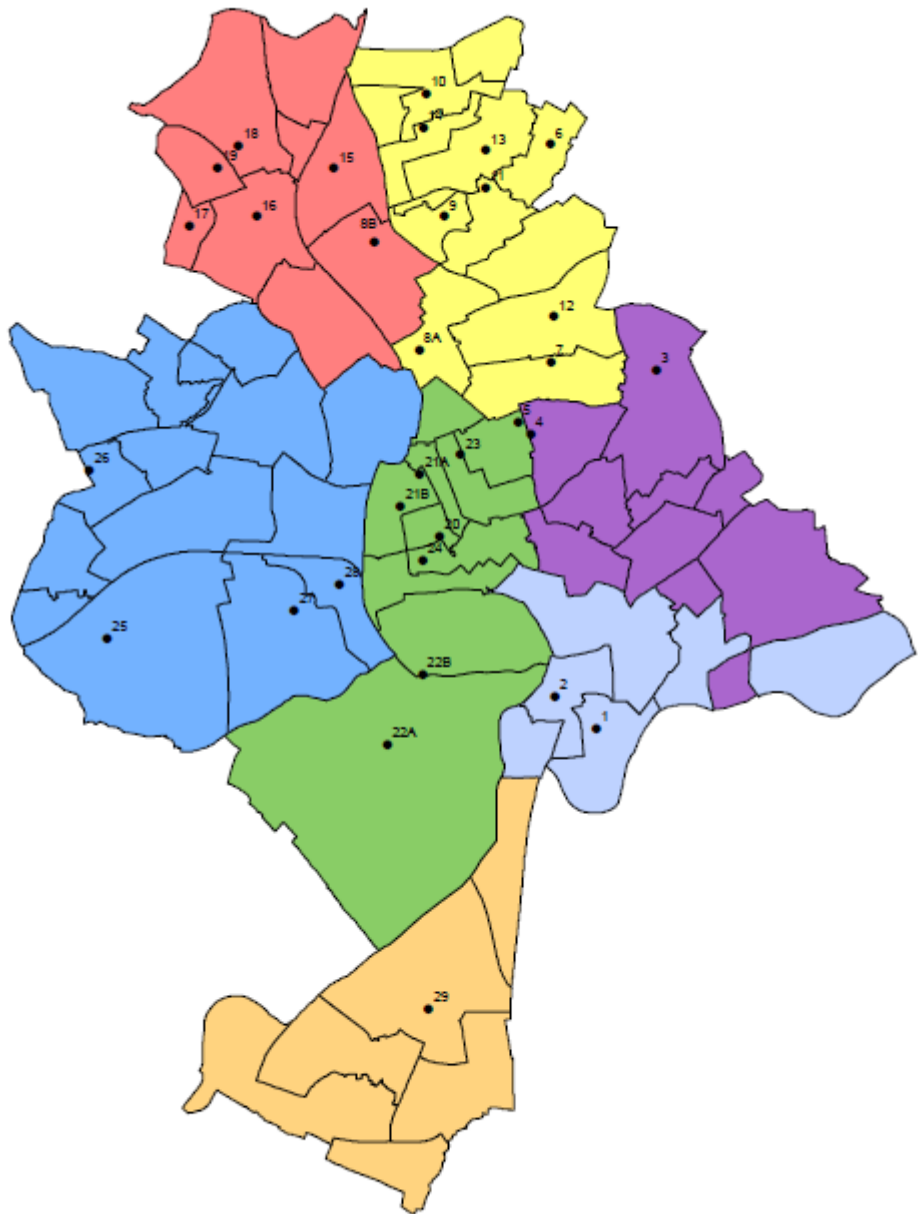
Admission Numbers 2020/21

Name of Primary School	Proposed No.
Bentinck	30
Berridge	90
Cantrell	60
Carrington	30
Claremont	60
Crabtree Farm	60
Dovecote	60
Dunkirk	60
Fernwood	150
Forest Fields	90
Glade Hill	60
Greenfields Community	30
Haydn	60
Heathfield	100
Hempshill Hall	60

Name of Primary School	Proposed No.
Henry Whipple	30
Melbury	30
Mellers	60
Middleton	90
Rise Park	60
Robin Hood	60
Rufford	60
Seely	75
Snape Wood	30
Southglade	60
Southwold	30
Walter Halls	60
Welbeck	45
Westglade	30
Whitegate	60

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.

Appendix 4 - Current Catchment Areas and School Locations



Key**Catchment areas for community primary schools****NG1****NG2**

- 1 Greenfields Community Primary & Nursery School
2 Welbeck Primary & Nursery School

NG3

- 3 Walter Halls Primary School (Nursery attached)

NG5

- 4 Carrington Primary & Nursery School
5 Claremont Primary & Nursery School
6 Glade Hill Primary & Nursery School
7 Haydn Primary & Nursery School
8A Heathfield Primary & Nursery School (Scotland Road)
8B Heathfield Primary & Nursery School (Kersall Drive)
9 Henry Whipple Primary & Nursery School
10 Rise Park Primary & Nursery School
11 Robin Hood Primary & Nursery School
12 Seely Primary and Nursery School
13 Southglade Primary & Nursery School
14 Westglade Primary & Nursery School

NG6

- 15 Cantrell Primary & Nursery School

- 16 Crabtree Farm Primary & Nursery School
17 Hemphill Hall Primary & Nursery School
18 Rufford Primary & Nursery School
19 Snape Wood Primary & Nursery School

NG7

- 20 Bentinck Primary & Nursery School
21A Berridge Primary School (Infant Site)
21B Berridge Primary School (Junior Site)
22A Dunkirk Primary & Nursery School (Highfields Campus)
22B Dunkirk Primary & Nursery School (Abbey Campus)
23 Forest Fields Primary & Nursery School
24 Mellers Primary & Nursery School

NG8

- 25 Fernwood Primary School
26 Melbury Primary School
27 Middleton Primary & Nursery School
28 Southwold Primary School & Early Years Centre

NG11

- 29 Dovecote Primary & Nursery School

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

Ambleside Primary School	Radford Primary Academy
Blessed Robert Widmerpool Catholic Voluntary Academy	Robert Shaw Primary School
Blue Bell Hill Primary & Nursery School	Rosslyn Park Primary
Bluecoat Academy	Scolthome Primary & Nursery School
Brocklewood Primary School	Snelinton St Stephen's CE Primary & Nursery School
Bulwell St Mary's Primary & Nursery School	South Wilford Endowed CE Primary School
Burford Primary & Nursery School	Southwark Primary School
Djanogly Northgate Academy	Springfield Primary School (Nursery attached)
Djanogly Sherwood Academy	St Ann's Well Academy
Djanogly Strelley Academy	St Augustine's Catholic Voluntary Academy
Edale Rise Primary & Nursery School	St Margaret Clitherow Catholic Voluntary Academy
Edna G Olds Academy	St Mary's Catholic Voluntary Academy
Firbeck Academy	St Patrick's RC Primary & Nursery School
The Glapton Academy	St Teresa's Catholic Voluntary Academy Stanstead Primary & Nursery School
Glenbrook Primary	Sycamore Academy
Highbank Primary & Nursery School	The Milford Academy
Hogarth Academy	Victoria Primary School
Huntingdon Academy	Warren Primary Academy
Jubilee L.E.A.D Academy	Whitegate Primary & Nursery School
Nottingham Academy	Whitemoor Academy (Primary & Nursery)
Old Basford School	William Booth Primary & Nursery School
Our Lady & St Edward's Catholic Voluntary Academy	Windmill LEAD
Our Lady of Perpetual Succour Catholic Voluntary Academy	
Portland Spencer Academy	

Details of these schools/academies' proposed admission arrangements for 2020/21 should be on their own website. A copy will also be available at www.nottinghamcity.gov.uk/schooladmissions from 15 April 2019.

DRAFT TIMETABLE FOR CO-ORDINATED ADMISSIONS PROCESS 2020/21

Please note that this timetable has not yet been confirmed as liaison has not yet taken place with Nottinghamshire County Council regarding our co-ordinated admissions schemes

2020/21 ADMISSION ROUND	Distribution of information from Local Authority to schools	Distributions of information by schools to parents/carers	Closing date	Decisions issued to parents/carers by:
Transfers from junior/primary to secondary school	By Wednesday 4 th September 2019	On Friday 6 th September 2019	Thursday 31 st October 2019 <i>(national closing date)</i>	On Monday 2 nd March 2020 <i>(national offer date)</i>
First admission to infant/primary school and transfers from infant to junior school	By Wednesday 13 th November 2019	On Friday 15 th November 2019 Local Authority to distribute for children not attending a nursery attached to a city infant or primary school	Wednesday 15 th January 2020 <i>(national closing date)</i>	Thursday 16 th April 2020 <i>(national offer date)</i>
Transfers from secondary school to year 10 at 14- 19 academies, colleges or studio schools	N/A	On Friday 6 th September 2019	Thursday 31 st October 2019 <i>(national closing date)</i>	On Monday 2 nd March 2020 <i>(national offer date)</i>



Secondary Fair Access Protocol

June 2016

Fair Access Protocol

1. Background

- 1.1. Fair Access Protocols have been successfully operating in Nottingham City since 2005 and include all primary and secondary mainstream schools and academies.
- 1.2. The School Admission Code (December 2014) requires each local authority (LA) to have a Fair Access Protocol in operation in 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).
- 1.3. 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. Paragraph 3.10 of the school admissions code states that, "The operation of Fair Access Protocols is outside the arrangements of co-ordination and is triggered when a parent of an eligible child has not secured a school place under in-year admission procedures". However, our protocol seeks to intervene as quickly as possible and identify children applying through the in-year process to determine a placement quickly and ensure equitable distribution, therefore, pupils meeting the Fair Access triggers will not go through the normal admissions process first.
- 1.4. The Protocol ensures local authorities, schools and Academies to work together as mutual stakeholders to improve behaviour and tackle persistent absence. All admission authorities **must** participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly. This includes admitting children above the published admission number where the year group is already full or priority over waiting list or admission appeals for the school/academy. Although, the School Admissions Code stipulates that, "There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol" (School Admissions Code, 3.11).
- 1.5. The School Admissions Code can be viewed in full at:
<https://www.gov.uk/government/publications/school-admissions-code--2>
- 1.6. Children with an Education, Health and Care Plan will not be considered through the Fair Access Protocol but through the Special Education Needs Team processes.

2. Key Principles

Balancing between a quick placement and the right placement

- 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.

Equitable distribution

- 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 2014, paragraph 3.9).
- 2.3. Equitable distribution does not imply equal number of cases to each school. There may be circumstances where schools will have to admit more pupils according to need. However, the panel will take into account relevant contextual information¹ when considering placement, such as:
 - Numbers in context to other local schools
 - Context of numbers on roll
 - Number of exclusions and transfers into and out of the school
 - Location of pupil's home address
 - Most appropriate school to meet a student's needs

Open, honest and relevant information sharing

- 2.4. It is expected that pupils on roll at a school or Academy within the City of Nottingham, considered at the Fair Access Panel (FAP), will have evidence of additional agency involvement, such as, support services, be open to the Team Around the Child (TAC) or have an active Common Assessment Framework Form (CAF). Information will be shared between schools, academies and other support services as required. It will be expected that information will be shared openly and honestly, whilst ensuring confidentiality.
- 2.5. If a pupil is not considered through the Fair Access Protocol, as a result of withheld or missing information, this will be challenged by the LA and the panel chair and raised at a subsequent panel meeting. If there are concerns, the LA and the chair will monitor any further applications made and may require more detailed evidence.

Working with other Admission Authorities and other local authorities

- 2.6. 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 their protocol. The protocol is in effect a safety net for where normal admission procedures for in year admission have failed. If there are illegal practices, the LA and chair will take appropriate action to challenge and resolve these situations.
- 2.7. For the protocol to operate in accordance with the statutory requirement:
- 2.8. Schools/Academies will continue to admit pupils whose parents apply for an available place, under normal admission arrangements.
- 2.9. 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 be given priority for admission, if they meet the criteria outlined in this protocol.

¹ This is not an exhaustive list of all factors that may be taken into consideration

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 (required by their funding agreements) are to comply with the Admissions Code and the law relating to admissions, including full participation with the locally agreed Fair Access Protocol and to admit pupils who are hard to place.

3.4. 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.

3.5. If a school or academy refuses to comply with the Fair Access 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, based on evidence and contextual panel data and after consulting with the school/academy and the Local Authority for their views. The chair's final written view will confirm the panel decision and it is expected that all schools and academies will support the view and accept the decision of the panel. If a school/academies admission authority refuses to accept the decision of the Fair Access Panel and chair, the Local Authority will seek to enforce a direction or apply to the Education Funding Agency to direct admission on behalf of the Secretary of State, 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 2014 states 7 minimum categories² 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:
- 4.3. Fair Access Panel – Triggers
- a) Children in Care.
 - b) Children attending Learning Centres who have been permanently excluded and who need to be reintegrated back into mainstream education. (See Reintegration Protocol below)
 - c) Children seeking an alternative to permanent exclusion with a history of intensive multi-agency support (Team around the child or CAF) and where alternative placements have been unsuccessful.
 - d) Children who have been out of mainstream education for longer than one school term (at point of initial application) or Children with a history of serious attendance problems (serious attendance problems would be below 50% attendance within a 12 month period)
 - e) Children fleeing domestic violence, where a school move is unavoidable
 - f) Children returning from the criminal justice system
 - g) Vulnerable groups which have been identified under exceptional circumstances by a government mandate, to ensure education provision is established as a matter of urgency. These cases would fall outside of any current admission processes i.e. WASP, in-year admissions etc.
- 4.4. Children who meet the Managed Move Protocol criteria (attached), as determined by the Inclusion Strategy Co-ordinator, will be considered under the wider Fair Access Protocol, and therefore will have similar priority over other in-year applications, waiting lists and appeals as outlined in The Schools Admissions Code 2014. Children who only meet the Managed Move criteria will not be considered as a Fair Access Panel case, and therefore will be recorded separately to cases taken through the Fair Access Panel.
- 4.5. All other Fair Access categories will be considered through the in-year admissions process including Without a School Place (WASP) processes as required unless they meet the criteria for Fair Access Panel above.
- 4.6. Children in Care³, will be given the highest priority for admission and will be brokered prior to a panel meeting. The chair and the LA will establish in consultation with Social Care, the Virtual School and other agencies the

²School Admissions Code 2014 – 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 or Education, Health and Care Plan).

³ 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.

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 children in care will be offered and admitted, in agreement with school or Academy, regardless of the time of year or if the year group is oversubscribed if the offer is considered in their best interests. Once an offer has been made, the Social Worker 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.

- 4.7. The LA will determine if a pupil meets the panel criteria. The in-year application form includes a request for additional information and reasons for seeking a transfer to enable consideration through Fair Access. All pupils who meet the criteria will be considered at a Fair Access Panel meeting. Background information will be collated by the LA to support any application to the panel and the pupil's subsequent admission. All 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 in-year admissions procedures, including year 10 and 11 pupils.

5. FAP Panel Membership

- 5.1. Membership of the panel is split between Core Membership, School Membership and Support Membership. Core members of the Fair Access Panel will attend each meeting. It is expected that at each meeting senior representatives from every school will also be in attendance, including appropriate support service representatives.
- 5.2. 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.
- 5.3. 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.
- 5.4. 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.
- 5.5. 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.

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

Core Panel Membership	
Fair Access Panel Chair Inclusion Officer Complex Case Co-ordinator Fair Access Co-ordinator Inclusion and Disability Service Representative	
School Panel Membership	
Bluecoat Academy Bulwell Academy Denewood and Unity Learning Centre Djanogly City Academy Ellis Guilford School Emmanuel School Farnborough Academy Fernwood School Bluecoat Beechdale Academy Nottingham Academy Nottingham Girls Academy Nottingham University Samworth Academy Oakwood Academy Trinity Catholic School Top Valley Academy Nottingham Free School Nottingham University Academy Science and Technology	Designated Senior staff from every school/Academy that has the authority to make decision on behalf of the school/academy admission authority.
Support Panel Membership	
Inclusive Education Service Special Educational Needs Behaviour Support Team Educational Psychology Service Child & Adolescent Mental Health Service Youth Offending Team Education Welfare Priority Families Children's Social Care Family Intervention Project Safeguarding	Local Authority Education and Social Care Representation (Up to 4 representatives)

6. Fair Access Panel Meetings

- 6.1. The Panel will meet at least each month with the exception of August each academic year. However, if there are limited cases to be considered a meeting may be cancelled and cases brokered outside of panel. The meetings will be scheduled for the entire academic year.
- 6.2. Key contextual information will be provided by all schools and Academies 1 week prior to the panel meeting. This will be collated by the LA and further analysis provided at the meeting regarding equitable distribution. Detailed statistics about Fair Access 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. All applications for Fair Access will be considered at the next available panel, however, Children in care and 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, will be considered prior to panel. Such cases will be discussed in detail between the LA, Fair Access Panel Chair and the Headteacher/Principal in order to agree placements as soon as possible and the decision will be ratified at the next available panel.
- 6.4. The LA has secured £190,000 through the Schools Forum to support the Secondary Fair Access protocol and provide needs led support funding to reduce barriers to admission. 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. Education for pupils who have been permanently excluded will be provided by the appropriate Learning Centre (see section below), and any costs recovered through agreed processes.

7. Post-Panel Expectations

- 7.1. Pupils considered at the Fair Access Panel and allocated a school/academy will receive a letter confirming the decision within 48hrs from the LA.
- 7.2. In order to meet the 10 days admission standard, it is expected that school representatives will inform their admissions teams about the allocation of pupils for their school from the panel in order to avoid any delays to the process. The Fair Access Panel Chair will inform, in writing, the Headteacher/principal of all schools/Academies and other stakeholders of the panel's decision within 48 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.

8. Funding Method

- 8.1. There are currently three tiers for funding available through Secondary Fair Access:

TIER 1	No funding allocated Students placed whose needs are met by mainstream school/Academy
TIER 2	Assessment and access funding Funding allocated to provide an assessment of needs to inform panel placement decisions (in particular where there are significant gaps in educational provision, students who speak English as an additional language (EAL) or those who have an incomplete SEND profile. Access funding provides for one off payments in extraordinary circumstances to remove barriers to admission and access to schools.
TIER 3	Support funding for alternative provision Subsidised funding agreed for an alternative provision to be managed by the allocated school. Students in year 11 placed on roll prior to the funding census (Oct) will receive 50% of the cost of alternative provision. Students in year 11 placed on roll following the funding census (Oct) will receive full cost recovery of alternative provision costs (up to £13000

cap) Students in all other year groups who require AP upon initial assessment will be able to access part funding up to a maximum of 5 terms (subject to a £13000 cap) The funding amount and length of support will be agreed by panel members at the meeting.

- 8.2. Any funding agreed through panel for the support of pupils will be reported back to panel. If the placement is withdrawn, any remaining funding will return to the Fair Access budget.

9. Monitoring and Strategic Overview

- 9.1. Reports, data and monitoring information will be provided at meetings, after each term and annually to all schools, academies and stakeholders. This information will also be used to report to the Schools Adjudicator and local Schools Forum in order to comply with performance and accountability responsibilities.
- 9.2. The Fair Access protocol and strategy is the responsibility of the LA, however, this will be supported by a termly consultation group of head teachers/principles from City schools/academies and local authority officers, which will review the performance of the panel, discuss strategic issues and make recommendations to improve services and drive change.

10. Learning Centre Reintegration

- 10.1. Pupils attending the City's Learning Centres, who have demonstrated readiness for reintegration will be managed through this protocol. 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.
- 10.2. 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 (DLC) or Unity Learning Centre (ULC). This will be supported by background information and evidence about the pupil and their progress whilst at the learning centre. This information will be monitored and reviewed by the head teacher of the learning centre, the LA and the panel chair before consideration at panel.
- 10.3. 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.
- 10.4. 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. Although, all secondary schools and Academies will support to allocate at least 1 reintegration pupil, however, further reintegration pupils will be allocated through the panel based on equability, context and the needs of the

pupil. Consideration will also be given to the number of permanent exclusions issued by the school/Academy.

10.5. Reintegration placements will be supported by staff from the Admissions and Reintegration Team (ART) at Denewood. A reintegration package will last between 6 to 10 weeks, from the date of the package starting and the circumstances of the pupil. The length of the package will be agreed between the learning centre and the allocated school. The reintegration package must start within the 10 days of the panel decision, unless an exception is agreed at the panel meeting. A meeting should be set up without delay to facilitate the start date, set appropriate targets and plan their reintegration package. There must be regular reviews and communication between all parties involved, which should be communicated in writing, ideally by email to named contacts.

10.6. A standard 6 week reintegration package would include:

Week 1 – Full time support with a member of staff from Denewood (DLC)

Week 2 – Full time support with a member of staff from Denewood (DLC)

Week 3 – Support in 'hot spot' lessons

Week 4 – Support in 'hot spot' lessons – if still required

Week 5 – Drop in sessions at various points through the week

Week 6 – No support in school (only for the final review)

This package will be subject to individually agreed changes according to pupil and school need.

10.7. It is anticipated that pupils will be successfully reintegrated through the support of school staff and the learning centre. Review meetings will take place regularly through the reintegration process to acknowledge success, review support and raise concerns. If the review meetings are positive, their success will be confirmed at the final review meeting and the pupil will officially go on roll the school day after the package ends. However, as an additional measure to ensure success, Denewood will continue to monitor the pupil for 4 weeks after the pupil is on roll in order to facilitate support, or consider a return to Denewood, if appropriate and agreed by all parties.

10.8. If there are concerns about a pupil on a reintegration package, the school should initially communicate with the pupils named keyworker at Denewood Learning Centre to try and resolve the concerns. If a reintegration may be failing, then this cannot be terminated until an urgent review meeting is held with all relevant parties to determine if the allocation should be withdrawn, at which point arrangements would be made for their return to the learning centre.

10.9. Reintegration placements will be recorded and funded through the panel and will be able to access additional support, like other pupils considered at FAP, as agreed at panel meetings.

11. Other Key Documents:

11.1. NCSEP Managed Move Protocol v2.1

11.2. Going to School in Nottingham – Information about admissions

11.3. Schools Admissions Code – December 2014

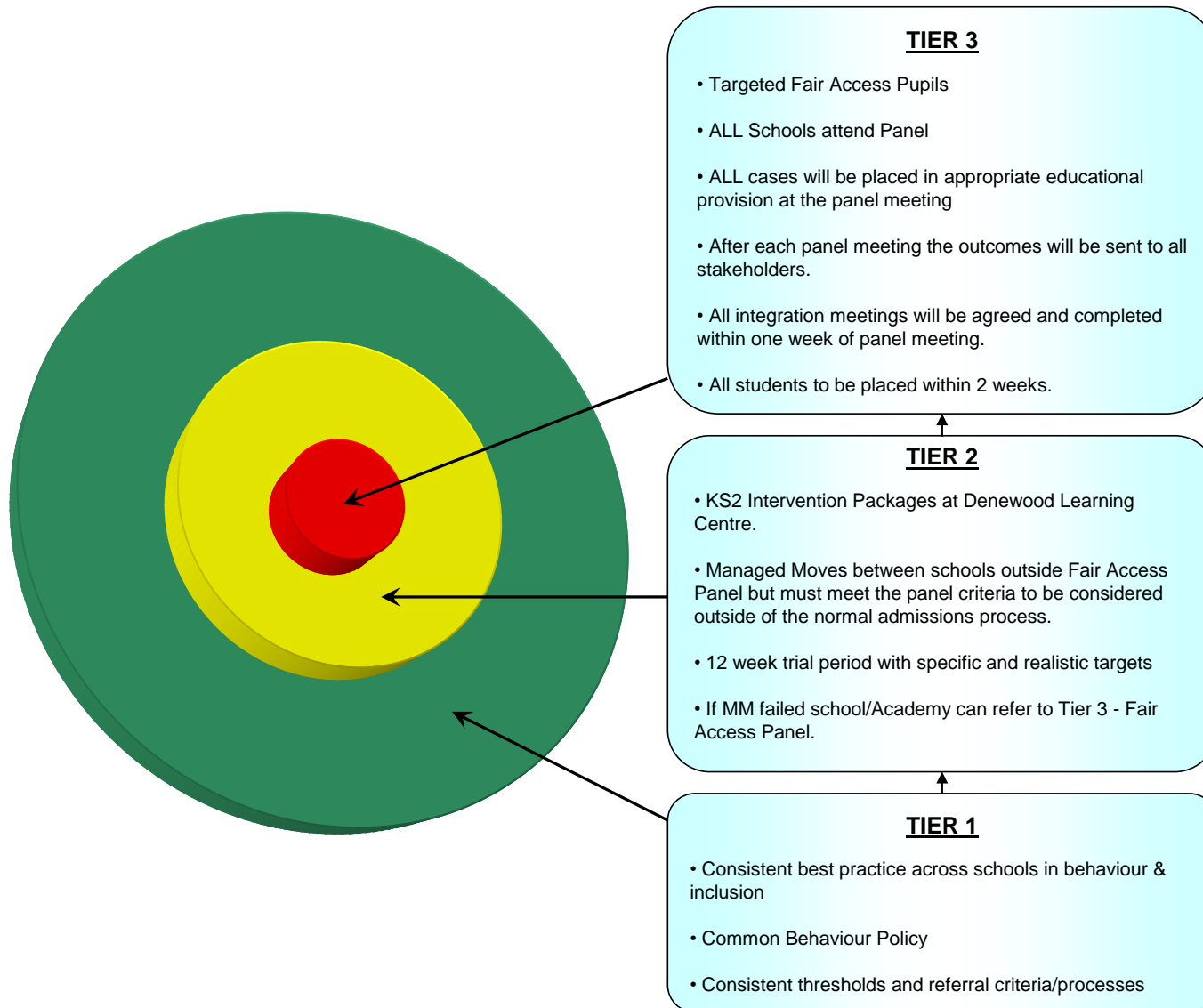
Fair Access Protocol

Primary Key Stage 1 & 2

Updated: September 2013

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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 categories⁴ to include in a Fair Access Protocol. These categories identify a child

⁴School 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;

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

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
 7. 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
 8. Children from unsupportive families where a place has not been sought.
- 4.3. Looked After Children⁵, will be given the highest priority for admission. The Inclusion Officer will establish in consultation with Social Care, the Virtual School and other agencies the preferred preferences for their education. The views of the schools preferred and any potential prejudice as a result of the placement will always be considered. However, in most circumstances a Looked After Child will be offered, in agreement with school or Academy, even if the year group is oversubscribed if the offer is considered in their best interests. Once an offer has been made, the Lead professional will normally, but not always arrange a multi-agency meeting to bring together all the professionals that have been working with the child to support their transition into their new educational provision.
- 4.4. The Inclusion Officer will determine if a pupil meets the Priority Pupils criteria (4.2). All pupils who meet the criteria will be considered as ‘Priority Pupils’ and background information

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- 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).

⁵ 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.

(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 round⁶;
- 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;

⁶ 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 admitted after an independent appeals panel upholds an appeal;
- children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance;
- children of UK service personnel admitted outside the normal admissions round;
- children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil;
- children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

Consideration will be given to the legal limit of class sizes in Key Stage 1. However, it may be necessary to admit pupils as exceptions through the Fair Access Protocol. If pupils do not meet 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
– AMBLESIDE PRIMARY – BULWELL ST. MARY'S CE VA PRIMARY – BURFORD PRIMARY – CANTRELL PRIMARY – CARRINGTON PRIMARY	– BENTINCK PRIMARY – BERRIDGE PRIMARY – BROCKLEWOOD PRIMARY – CLAREMONT PRIMARY – DJANOGLY NORTHGATE ACADEMY	– BLESSED ROBERT C.V. ACADEMY – BLUE BELL HILL ACADEMY – DOVECOTE PRIMARY – EDALE RISE PRIMARY – GLAPTON ACADEMY – GREENFIELDS

<ul style="list-style-type: none"> - CRABTREE FARM PRIMARY - GLADE HILL PRIMARY - HAYDN PRIMARY - HEATHFIELD PRIMARY - HEMPSHILL HALL PRIMARY - HENRY WHIPPLE PRIMARY - OLD BASFORD SCHOOL - OUR LADY OF PERPETUAL SUCCOUR C.V. ACADEMY - RISE PARK PRIMARY - ROBIN HOOD PRIMARY - ROSSLYN PARK PRIMARY - RUFFORD PRIMARY - SEELY PRIMARY - SNAPE WOOD PRIMARY - SOUTHGLADE PRIMARY - SOUTHWARK ACADEMY - SPRINGFIELD PRIMARY - ST. MARGARET CLITHEROW - STANSTEAD PRIMARY - WARREN PRIMARY ACADEMY - WESTGLADE PRIMARY - WHITEMOOR ACADEMY 	<ul style="list-style-type: none"> - DUNKIRK PRIMARY - EDNA G OLDS ACADEMY - FERNWOOD PRMARY - FIRBECK ACADEMY - FOREST FIELDS PRIMARY - GLENBROOK PRIMARY - JUBILEE L.E.A.D. ACADEMY - MELBURY PRIMARY - MELLERS PRIMARY - MIDDLETON PRIMARY - PORTLAND SPENCER ACADEMY - RADFORD PRIMARY ACADEMY - ROBERT SHAW PRIMARY - SCOTHOLME PRIMARY - DJANOGLY STRELLEY ACADEMY - SOUTHWOLD PRIMARY - ST TERESA'S C.V. ACADEMY - ST. MARY'S C.V. ACADEMY 	<ul style="list-style-type: none"> PRIMARY - HIGHBANK PRIMARY - HOGARTH PRIMARY - HUNTINGDON ACADEMY - THE MILFORD ACADEMY - NOTTINGHAM ACADEMY (PRIMARY) - OUR LADY & ST EDWARD'S C.V. ACADEMY - RIVERSIDE PRIMARY - SNEINTON ST. STEPHEN'S V.A. - SOUTH WILFORD ENDOWED CE AIDED - ST PATRICKS V.A. PRIMARY - ST. ANN'S WELL ACADEMY - ST. AUGUSTINES C.V. ACADEMY - SYCAMORE ACADEMY - WALTER HALLS PRIMARY - WELBECK PRIMAY - WHITEGATE PRIMARY - WILLIAM BOOTH PRIMARY - WINDMILL L.E.A.D ACADEMY
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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