

**ALTERNATIVE PROVISION TO SUPPORT PUPILS WITH
SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**

PROTOCOLS

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A. INTRODUCTION

Children often display inappropriate behavioural difficulties for a variety of reasons. Behavioural difficulties do not necessarily mean that a child or young person has a possible mental health problem or a special educational need (SEN). Negative experiences or distressing life events can affect mental health in a way that brings about temporary change in a person's behaviour. A pupil that experiences frequent and persistent difficulties with behaviour, emotional and social difficulties can significantly affect their learning experience and that of their peers.

Consistent disruptive or withdrawn behaviour can also be an indication of an underlying problem. Where there are concerns about behaviour there should be an assessment to determine whether there are any factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

Formal diagnosis should only be made by medical professionals. However, schools are well-placed to observe children and identify those behaviours that children may be suffering from, or at risk of developing a mental health problem.

To support children and schools in Sunderland, Together for Children (TFC) have introduced assessment hubs and alternative provision that may support during an assessment process or during a young person's current circumstances. Together for Children recommend and support SEND range descriptors that are based on national best practice in determining needs of pupil with SEND. There is a referral process to access the hubs and alternative provision and it is expected that schools will have considered the SEND range descriptions guidance prior to referring a young person.

The purpose of the Vulnerable Pupil Panel (VPP) is to provide a transparent, fair and impartial referral system into the Vulnerable Pupils Assessment Hub and appropriate alternative educational provision for pupils who are experiencing social, emotional and mental health difficulties within mainstream school settings.

Assessment hubs or alternative provision can be accessed via a referral process to the Vulnerable Pupils Panel.

The VPP will consider applications to the Vulnerable Pupils Assessment Hub and alternative commissioned places and will determine places in accordance with the needs of an individual young person. Terms of Reference for the VPP can be found at <https://www.togetherforchildren.org.uk/schools/vulnerable-pupils-panel>.

B. VULNERABLE PUPILS PANEL

1. Purpose of the Panel

- 1.1 The VPP was set up to consider referrals from schools and TFC representatives requesting access to the following provisions;
- **Assessment Hub**
 - **Key Stage 1/2/3/4 Link School**
 - **Returners Unit**
 - **Young Mums Unit**
 - **Home and Hospital Tuition**
 - **Beacon of Light**
 - **Hope Springs**
- 1.2 To ensure a consistent and effective referral process it is envisaged that all Members of the VPP engage in this process.
- 1.3 The panel considers the most suitable outcomes to meet the referred pupil's needs and consists of representatives from the services/agencies outlined in the VPP Terms of Reference.
- 1.4 The Executive Behaviour and Attendance Panel as outlined in the VPP Terms of Reference, will quality assure the functions of the VPP. [Insert hyperlink to TOR]

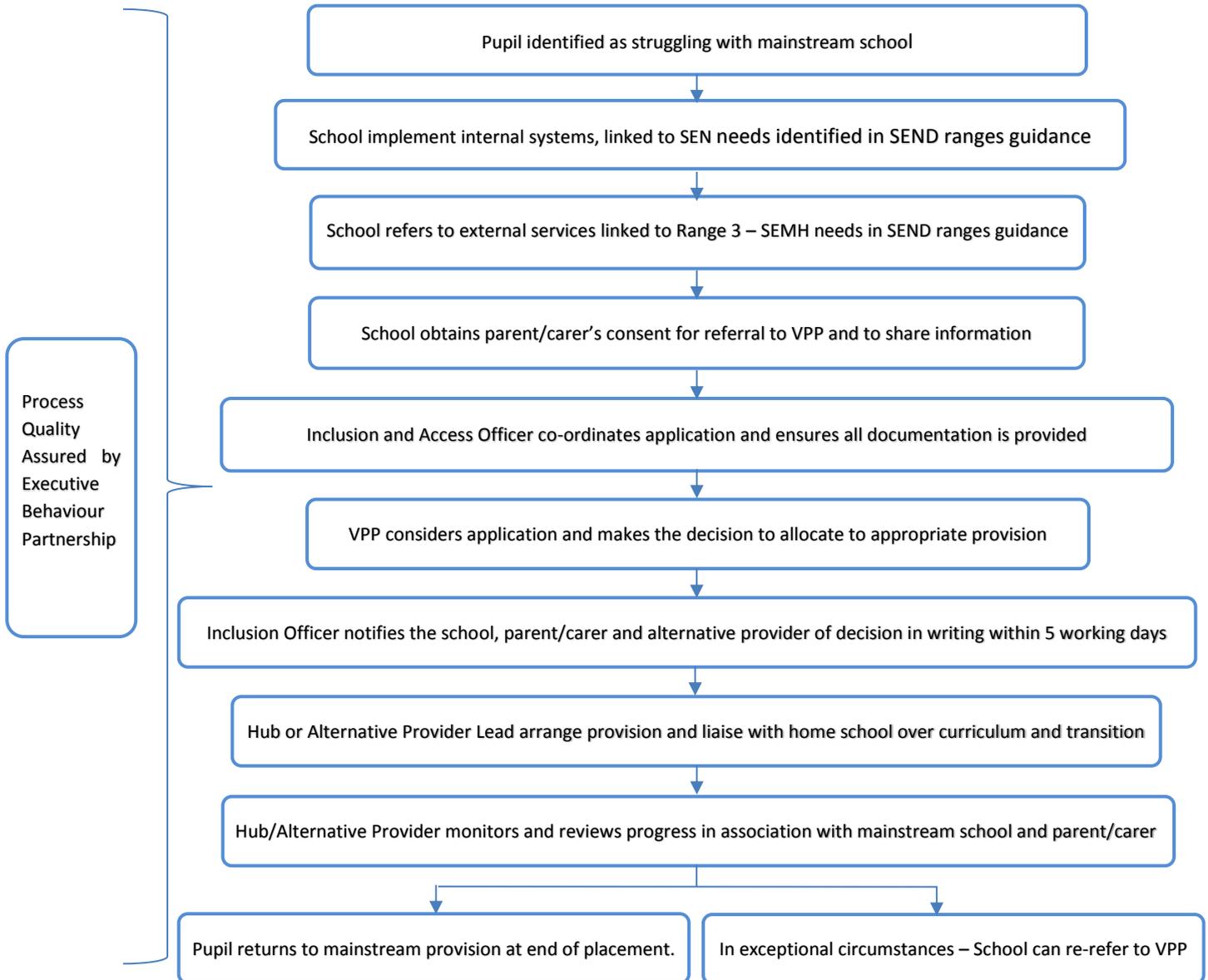
2. Admissions Criteria

- 2.1 It is expected that all schools/academies will have demonstrated the steps they have taken to meet the needs of children and young people as identified in the SEN Ranges Guidance and have accessed appropriate external support agencies prior to considering an application to the VPP and can provide evidence to demonstrate impact.
- 2.2 Schools should demonstrate that they have attempted to make an Early Help referral to support the young person and their families. Where the offer of Early Help has not been taken up, school must explain why parent/carer have refused the application. School must also ensure that they have made the parent/carer aware that the application process to alternative provision may result in a further referral to Early Help.
- 2.3 To access the appropriate alternative educational pathway the process outlined in the flow chart – diagram 1, page 5, must be followed.
- 2.4 School needs to identify their preferred pathway to alternative provision/assessment in light of the pupil's identified need.
- 2.5 Schools should provide evidence of impact of support provided by school and professionals to the child or young person in ranges 1 – 3 of the SEN Ranges, that demonstrates a graduated response.
- 2.6 Schools must ensure a full application has been submitted to the VPP and include the following documents to support the application;
- Attendance and punctuality certificate for current and previous academic year.
 - School behaviour plans or pastoral support plans and, if registered as receiving SEN, SEN support plans
 - Prior and most recent academic assessment information (i.e. KS1, KS2, KS3, KS4 targets and progress)
 - Evidence of the school's graduated response to the pupil's needs, directly linked to the Ranges Guidance 2019.
 - Evidence of involvement with any other agencies (i.e. most recent reviews, reports, letters from Educational Psychologist, medical consultants)
 - Informed consent from parent/carer.

Further guidance regarding the completion of application forms can be found in section 4.

3. Referral to Vulnerable Pupil Panel

3.1 Diagram 1 – Flowchart detailing the referral process for schools to follow.

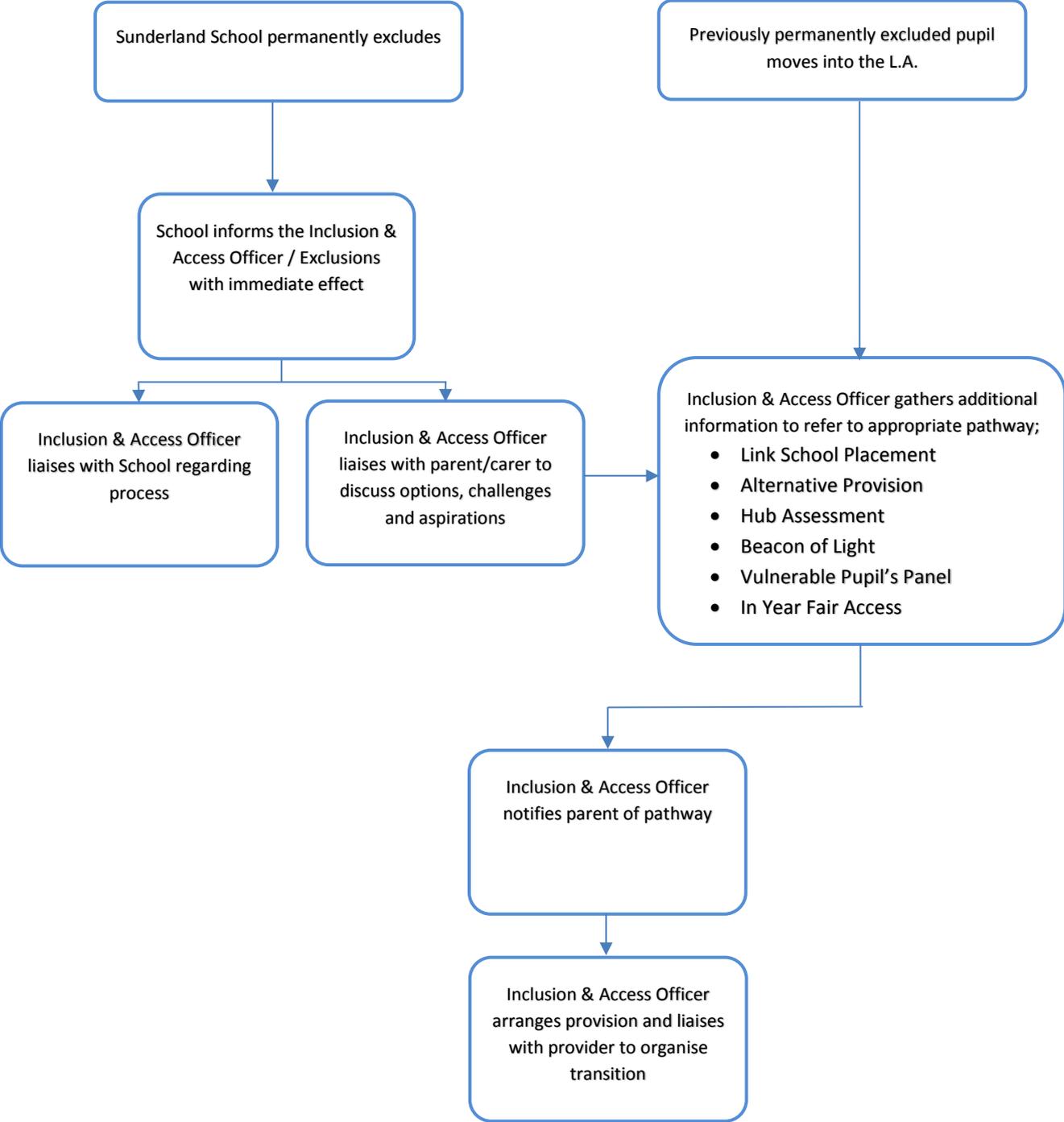


3.2 Prior to referring a pupil to the Vulnerable Pupils Panel schools should consider the following;

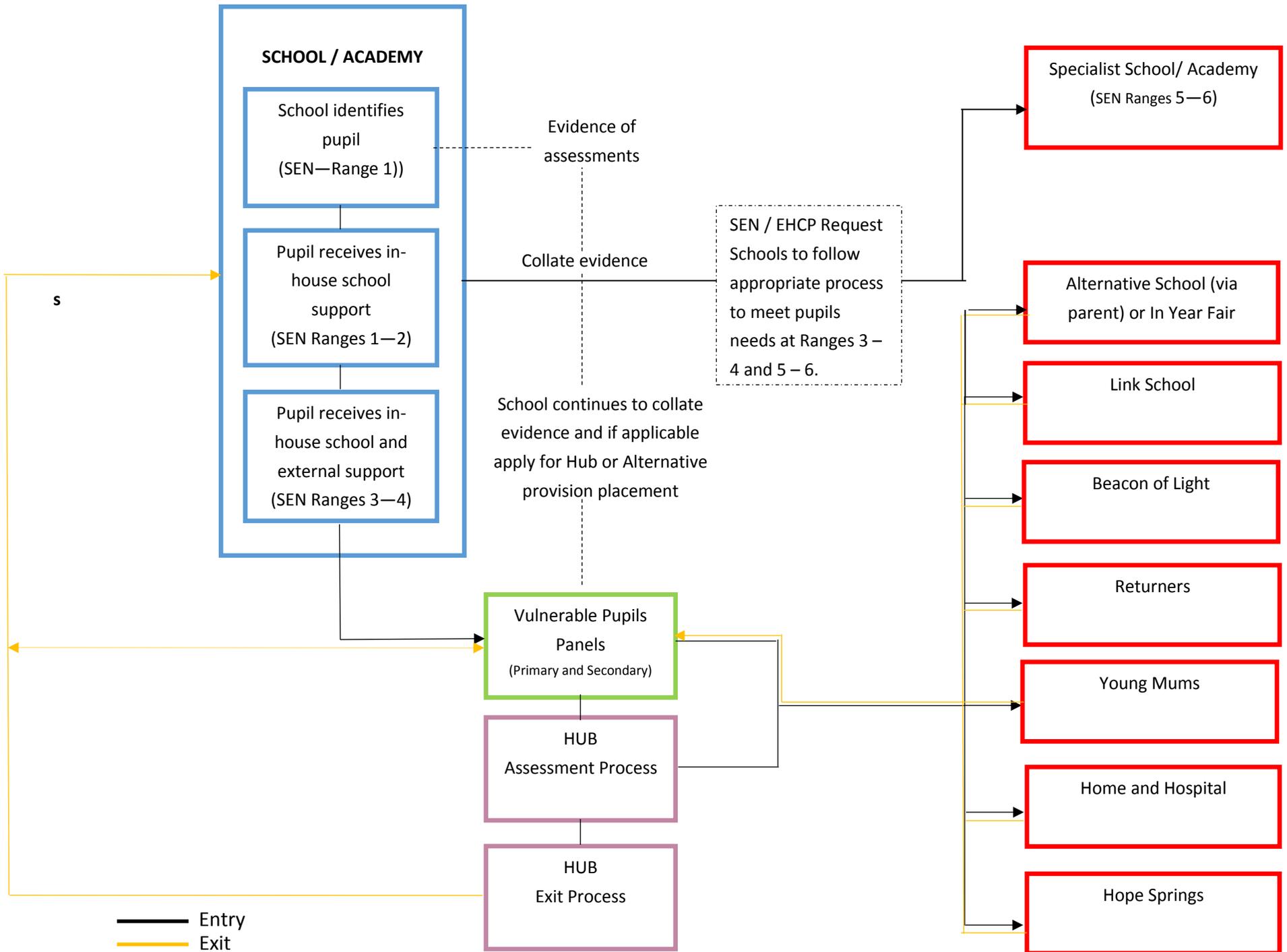
- 3.2.1 What impact alternative provision would have on the pupil's behaviour and/or attendance?
- 3.2.2 What strategies schools have applied to support pupils with social, emotional and mental health difficulties?
- 3.2.3 How the pupil is expected to contribute towards improving their behaviours?
- 3.2.4 How the school will support the pupil on return to their mainstream setting?
- 3.2.5 That parent/carers are supportive of the referral
- 3.2.6 That parent/carers are willing to engage with other services to support their child.
- 3.2.7 That alternative providers have all current academic/assessment data, including information on exam boards for those attending KS4 provision.

3.3. There will be occasions when Together for Children or the Local Authority may refer to the Vulnerable Pupils Panel for a hub or alternative provisions placement. For these instances see the process to follow at Diagram 2 – Flowchart.

Diagram 2 – Flowchart detailing the referral process for the Local Authority/Together for Children to follow



4. VPP Pathways - (Entry and exit process)



4. VPP Pathways – Entry and Exit Criteria

4.1 Assessment Hub

- 4.1.1. The pupil experiences **frequent and persistent** difficulties with behavioural, emotional and social difficulties which will **significantly** affect curriculum access.
- 4.1.2. Pupils must be demonstrating behaviours identified in Range 3 - 4 of the SEMH element of SEND Ranges.
- Incidences of non-compliant and uncooperative behaviour e.g. refusal to work, disrupting the learning of others.
 - Difficulties self-regulating e.g. frequent emotional or aggressive outbursts, sexualised language, anxiety, mood swings, unpredictable behaviour, which affect relationships.
 - Significant self-esteem issues affecting relationships and behaviour patterns ('acting in' or 'acting out')
 - Low levels of resilience when faced with adversity
 - Behaviour causing a barrier to learning, e.g. pupil disengaging, may destroy own / others' work, use work avoidance strategies, concentration very limited
 - Difficulty socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying
 - May show low mood or refuse to communicate for periods of time
 - Risk of isolation or becoming socially vulnerable
- 4.1.3. The minimum assessment period in the provision is two weeks, with a maximum of 8 weeks.
- 4.1.4. Within the assessment provision staff including; teaching staff, educational psychologist, behaviour support and mental health worker will carry out initial interventions. The outcomes of which will be provided to schools in report format that will recommend the most suitable ongoing educational pathway.
- 4.1.5. All schools and academies allocated an assessment will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.
- 4.1.6. An exit review at the end of the assessment period will be used to develop, in conjunction with the home school, a support plan which will be used to support integration into the most suitable educational placement or reintegration back into mainstream provision.
- 4.1.7. The Hub will provide a reintegration programme for a period of 2 – 4 weeks for those pupils that are returning to mainstream provision or into alternative suitable education.
- 4.1.8. Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.

4.2 Key Stage 1 Behaviour Support / Link School (Years R – Y2)

- 4.2.1. Schools will need to evidence that the pupil is operating within range 4a of the SEND Ranges.
- 4.2.2. Placement at the provision will be full-time, 12 weeks in duration, with reviews at weeks 4 (mid review) and 10 (exit review) which school must attend.
- 4.2.3. At the Exit review a support plan which will be developed, in conjunction with the home school, to support reintegration.
- 4.2.4. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 4.2.5. All schools and academies allocated an alternative provision placement will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.
- 4.2.6. It is advantageous that all pupils participating in a Link School placement benefit from a reintegration package.
- 4.2.7. The Link School will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration

programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

- 4.2.8. Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.

4.3 Key Stage 2 and 3 Link School Placements (Year 3 – 9)

- 4.3.1. Schools will need to evidence that the pupil is operating within the range of 4b – 5b of the SEND Ranges.
- 4.3.2. Placement at the provision will be full-time, up to 12 weeks in duration, with reviews at weeks 4 (mid review) and 10 (exit review) which school must attend.
- 4.3.3. At the Exit review a support plan will be developed, in conjunction with the home school, to support reintegration.
- 4.3.4. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 4.3.5. All schools and academies allocated an alternative provision placement will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.
- 4.3.6. The Link School will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time

- 4.3.7. The review for a pupil in year 9 will determine whether the young person has the skills to be reintegrated back into mainstream or whether they should be considered for placement into Key Stage 4.
- 4.3.8. Where consideration for a Key Stage 4 Link School placement is required schools will need to refer into the VPP.
- 4.3.9. Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.

4.4 Key Stage 4 Link School Placements (Years 10 – 11).

- 4.4.1. Schools will need to evidence that the pupil is operating within the range of 4b – 5b of the SEND Ranges.
- 4.4.2. The duration of a KS4 Link School placement will be subject to termly reviews.
- 4.4.3. Where it is deemed a pupil has the ability to access mainstream provision, the Link School, , will make a recommendation to the VPP, who will decide next steps
- 4.4.4. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 4.4.5. In light of the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time

Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time

4.5. Beacon of Light (Years 9 – 11)

N.B. Together for Children placements are very limited, and Schools can also access this provision via a service level agreement between the Beacon of Light and the school.

- 4.5.1. Schools will need to evidence that the pupil is operating within the range of 4a of the SEND Ranges.
- 4.5.2. Duration of the placement will be determined by the VPP and the Beacon of Light. Reviews will take place at weeks 6 and 12 weeks initially, with termly reviews thereafter.
- 4.5.3. A written agreement between the school, parent and the Beacon School is required prior to the placement commencing. The aforementioned written agreement will be in line with the TFC and the Beacon of Light's Service Level Agreement.
- 4.5.4. Where it is determined that a pupil should be reintegrated back to mainstream the Beacon of Light submits a formal recommendation to VPP.
- 4.5.5. Where it is agreed that a pupil should be reintegrated back to mainstream school a support plan will be developed, in conjunction with the home school, to support reintegration and agreed at an Exit Review.
- 4.5.6. The Beacon School will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.
- 4.5.7. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 4.5.8. Where consideration for a Key Stage 4 Link School placement is required schools will need to refer into the VPP.

Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time

4.6. Returners Placement

- 4.6.1. Schools will need to evidence that the pupil is operating within the range 3 of the SEND Ranges for SEMH.
- 4.6.2. Pupils attending Returners placement need to be registered on the SEN Code of Practice and evidence the graduated response in the mainstream setting.
- 4.6.3. The application must include evidence that the child is suffering from anxiety, is engaging with a mental health support agency and has a relevant support plan.
- 4.6.4. An associated medical report to support the application must be attached to the application. It must also be demonstrated that the child is **currently** active to a mental health support agency.
- 4.6.5. The application must contain clear evidence that the home school has tried **EVERY** possible approach to re-engage the pupil and has evaluated the impact that these approaches have had.
- 4.6.6. In the case of elected home educated pupils the Local Authority or Together for Children will submit an application to the VPP.
- 4.6.7. The child **must not** have any evidence of disruptive or aggressive behaviours or incidents of exclusions.
- 4.6.8. The home school must provide evidence that the child's attendance figure is lower than 50%.
- 4.6.9. Please note those pupils allocated a Returners place will serve a trial period before a secure place is finalised. All Returner's placements are also subject to;
 - a trial period of 6 weeks
 - compliance with an agreed attendance target that will be gradually increased
 - no disruptive behaviours being displayed by pupils, that may cause upset to others
- 4.6.10. Any breach of these conditions can result in the placement being terminated.

- 4.6.11. All schools and academies allocated an alternative provision placement will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.
- 4.6.12. Where a pupil has been allocated a Returners placement by the VPP and a start date offered by the Returners Unit it would be expected that the pupil will have attended an induction and commenced the provision within 3 weeks of the start date offered. Where this has not happened the Returners Unit will request the VPP to consider withdrawing the placement.
- 4.6.13. Reviews will continuously take place to ensure that a Returners Unit is in the best interests of the pupil. Attendees of the review will include representatives from Returners, representatives of home school, Parent, pupil and multi-agency professionals where necessary.
- 4.6.14. Further to a review and where it is deemed that it is not in a pupil's best interest to continue with the Returner's placement the Returners Unit will inform the VPP that the Returners placement is being withdrawn as an outcome following the most recent review. VPP will confirm the withdrawal of the Returners placement in writing within 5 days of notification received.
- 4.6.15. Where it is deemed a parent has not attended a review, as requested, and professionals have agreed that it is not in the pupil's best interests to continue with a Returners placement, a Returners representative will refer back to the VPP for consideration.
- 4.6.16. If the VPP decide to withdraw a placement the parent and home school will be notified in writing of the termination date.
- 4.6.17. Where it is determined that a pupil should be reintegrated back to mainstream the Returners Unit submits a formal recommendation to VPP.
- 4.6.18. Returners will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service
- 4.6.19. Where the pupil is no longer engaging with a mental health agency or there is no evidence that an anxiety disorder is still prevalent the Returner's placement could be withdrawn.
- 4.6.20. Where it is agreed that a pupil should be reintegrated back to mainstream school a support plan which will be developed, in conjunction with the home school, to support reintegration will be agreed at an Exit Review and staff will support the reintegration back into mainstream school.
- 4.6.21. In light of the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.

4.7 Home and Hospital Tuition

- 4.7.1. There are separate application forms required for home tuition and hospital tuition. Where a pupil of statutory school age is expected to be in hospital for more than 5 days and is able to access education, a hospital tuition application is completed by a medical practitioner from the hospital concerned.
- 4.7.2. An application for home tuition is completed by the school when a pupil has been absent for more than 15 school days, whether consecutive or cumulative.
- 4.7.3. When submitting a home tuition application, home schools must provide medical evidence of a pupil's medical condition.
- 4.7.4. Home schools must also provide evidence that home tuition is in the best interests of the pupil.
- 4.7.5. The VPP will determine the duration of the home tuition, based on the information provided and their understanding of the pupil's needs. Where it is deemed that a pupil is unable to return to mainstream the Home Tuition Service in conjunction with the home school and parent/carer will request an extension. Medical evidence of a pupil's medical condition must be provided.

4.8 Young Mums

- 4.8.1. Placement at the provision will be determined by the needs of the young person Placement at the provision will be determined by the needs of the young person and is available to any statutory school age young female who is pregnant or has recently had a baby.

- 4.8.2. Placement could be full-time or part-time with initial reviews at weeks 4 weeks and 10 weeks and thereafter on a termly basis.
- 4.8.3. A school member of staff must attend all reviews.
- 4.8.4. Where it is deemed appropriate for the young person to return to mainstream school an Exit review will be used to inform a support plan to support reintegration into school and to safeguard the needs of the baby.
- 4.8.5. Young Mums will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service

4.9 Hope Springs

- 4.9.1. **Although all referrals for Hope Springs will be considered at the VPP, placements will only be accessible via Together for Children Senior Leaders. TFC will follow the Hope Springs referral process.**
- 4.9.2. Placement at the provision will be determined by the needs of the young person who would benefit from a therapeutic based curriculum which focuses on cognitive behavioural therapy and attachment theory with emotional regulation.
- 4.9.3. Referrals submitted will be in line with the TFC and Hope Springs Service Level Agreement
- 4.9.4. Placements will be full-time, and the length of the placement will be based on a pupil's needs.
- 4.9.5. Hope Springs and the main registered school, in accordance with parental preference, will continue to work together to ensure any formal assessment is carried out to inform the pupil's appropriate educational pathway.
- 4.9.6. Where it is deemed appropriate for the young person to return to a mainstream setting an Exit review will be used to inform a support plan to support reintegration.
- 4.9.7. Where a pupil is returned to mainstream, Hope Springs will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

5. Referral Process

- 5.1 For all pupils referred to VPP, schools will need to supply the following supporting documentation:
 - Fully completed pupil application, see also Section 8.
 - Current attendance certificate
 - Historical attendance information from previous 2 years (or length of time at the school)
 - Fixed term exclusions (number, reason, length) for every year in the school/academy
 - Internal fixed term exclusions (number, reason, length) for every year in the school/academy
 - Punctuality information for every year in the school/academy
 - School behaviour plans and/or SEND support plans demonstrating strategies already employed by the school over a period of time.
 - Involvement of any other agencies/services for every year since joining the school/academy and strategies reflected in support plans as above.
 - Academic Information (KS1, KS2, KS3, KS4 – targets and current progress) or most recent School Report
 - Evidence of the school's graduated response to the student's needs, directly linked to the Ranges guidance 2019 (include reports/recommendations e.g. EP reports)
 - Informed consent from parent/carer
- 5.2 Where all information has been provided and no subsequent information is requested, the school and parent/carer will be notified, in writing, within 5 working days of the Panel's decision. Contact is then made by the assessment/alternative provider to the parent or carer and mainstream school.
- 5.3. Following contact with the parent or carer an induction interview is carried out where targets, trial periods, length of provision and contractual obligations are agreed. It is mandatory that the home school attends the induction.

6. Timescales

- 6.1 The VPP will meet on a fortnightly basis and a schedule of meetings will be provided at the beginning of the academic year.
- 6.2 The VPP will adhere to the VPP Terms of Reference <https://www.togetherforchildren.org.uk/schools/vulnerable-pupils-panel>

7. Contact Information

For further information, please contact:

Michelle Burlinson
Inclusion and Access Officer
Together for Children

Tel: 0191 561 1442
e-mail: michelle.burlinson@togetherforchildren.org.uk

8. Financial Implications

- 8.1 Together for Children contribute towards the costs of the commissioned Hub Assessment Placements and alternative provisions. Schools will be charged in accordance with the Alternative Provisions Charging Policy, which is annually reviewed. The cost will be calculated in accordance with the cost of each provision (based on the age of the learner, length of the placement and inclusive of pupil premium). Further information can be obtained from Debra Dixon, Team Manager Management Accounting, Together For Children.

9. VPP Application Guidance

9.1 VPP Application Form – All Sections

- 9.1.1 All schools/academies allocated a Hub or alternative provision placement by the VPP will be required to enter into an agreement that identifies the responsibilities of the home school, alternative provider, the parent/carer and the child/young person.
- 9.1.2 **All sections** of the application form must be completed. Copies of evidence identified in the application form must be attached. Where this is not the case the application form will be returned to the applicant and the process can be delayed.
- 9.1.3 The Panel will not consider applications that do not identify at least **two** early intervention strategies or support services involvement.
- 9.1.4 VPP meetings are scheduled to take place on a fortnightly cycle. All applications must be received one week prior to a scheduled VPP. Scheduled Panel dates are available on the TFC website.
- 9.1.5 Any schools referring a looked after pupil, must contact, Linda Mason, Headteacher, Virtual School – Sunderland, in the first instance. Tel: 0191 561 5776 or email: Linda.Mason@togetherforchildren.org.uk
- 9.1.6 All KS1-KS3 Link School placements can only be offered over 12-week duration in the first instance. Returners and Home/Hospital tuition will take into consideration medical professionals' advice when allocating the duration of a placement.
- 9.1.7 The Panel, on occasions, do expect some conditions to be met prior to the placement commencing or throughout the duration of the placement. **These conditions will form part of the agreement between alternative providers and home schools. The delay in not fulfilling these conditions could lead to the placement ending.**
- 9.1.8 In exceptional circumstances an extension to a placement can be sought. However, all parties – the pupil, the parent/carer, the home school and the alternative provisions manager must support the extension. An Extension to alternative provision must be submitted to the VPP and signed by parent/carer, home school and alternative provider. The VPP will expect progress updates to determine whether the placement is still eligible, appropriate and can continue.
- 9.1.9 Home schools must ensure that a school representative attends a scheduled review. It is important that the home school representative has a full understanding of the needs of the pupil and is aware of the school's long-term education plan for the pupil.
- 9.1.10 Cross-Phase placements are not possible. Where a pupil is receiving alternative provision at KS1, 2 or 3, it cannot be expected that a pupil will automatically be placed in the next phased alternative provision. A full application must be submitted to the VPP for their consideration. Exceptional circumstances will be considered by the VPP.
- 9.1.11 Due to the high demand of all alternative commissioned places it is likely that a child may be placed on a waiting list. Where this is the case home schools **must** provide a half-termly synopsis around any progress made towards any conditions stipulated by the Panel when the place was allocated. Failure to provide progress can lead to the placement being withdrawn.
- 9.1.12 It is **essential** that the application includes evidence of two of the following evaluated plans; SEN, Behaviour Support and/or Pastoral Support, to demonstrate rigorous monitoring of the progress of the child concerned.
- 9.1.13 All **essential supporting** documentation, as referred to in section 2.6, Alternative Provision to Support Pupils with Social, Emotional and Mental Health difficulties, must be submitted with the application form (see Application Checklist). The Panel cannot consider referrals that do not contain essential documentation required.

9.2 Application Forms

See overleaf

Application to Vulnerable Pupil Panel for Hub or Alternative Provision Placement

(Hub assessment placement, KS 1 -4 Link School placements, Beacon of Light and Returners Placements only).

School Information			
School name			
School address			
Name of referrer		Position of referrer	
Telephone no.		Email:	

Pupil information						
Full Legal Name						
Preferred Name						
Date of Birth:		Year Group		Age		
Gender		UPN			ULN	
FSM		CP/CIN		LAC	Yes <input type="checkbox"/>	No <input type="checkbox"/>
LAC only:						
What Section is the child under?		Placement Details	<input type="checkbox"/> Foster home? <input type="checkbox"/> Children's home? <input type="checkbox"/> Placed with extended family <input type="checkbox"/> With parent(s) but LAC <input type="checkbox"/> Other (state)_____			
Ethnicity:			Religion:			
First Language Spoken		Traveller Pupil	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Immigration Status (if applicable)	
Pupil Premium Grant	Is the pupil in receipt of Pupil Premium Grant? Yes <input type="checkbox"/> No <input type="checkbox"/>					

Pupil's home details	
Main home address:	Who does pupil live with at this address:
Postcode:	
Other home address (if applicable):	Who does pupil live with at this address:
Postcode:	When this address applies:

Details of parents and carers				
Please provide full details of <u>all</u> parents / carers in order of priority for contacting.				
	1st	2nd	3rd	4th
Name				
Relationship to pupil				
Does this person have PR/Shared PR?				
Address				
Home phone				
Mobile phone				
Work phone				
Place of work (<i>if applicable</i>)				
Usual work hours				
Email address				
First language				

Parent/Carer Consent given	Yes <input type="checkbox"/> No <input type="checkbox"/>
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Type of Provision Required	
Preferred alternative provision requested	Hub (Assessment) <input type="checkbox"/>
	KS1 Link School Placement <input type="checkbox"/>
	KS2 Link School Placement <input type="checkbox"/>
	KS3 Link School Placement <input type="checkbox"/>
	KS4 Link School Placement <input type="checkbox"/>
	Beacon of Light Placement <input type="checkbox"/>
	Returners <input type="checkbox"/>
	Hope Springs <input type="checkbox"/>
<input type="checkbox"/> N.B. additional information may need to be supplied	

Attendance %			
Current Attendance	Current Authorised Absence	Current Unauthorised Absence	Previous Years Attendance

Family and Environmental Factors
<i>i.e. Family history, well-being, wider-family network, housing, employment and financial considerations, social and community involvement,</i>

Reason for application
Outline the reason for the referral to VPP (<i>please explain why this pupil has been referred, why the pupil is requiring an alternative provision, what impact the pupil is currently having on his/her own education and that of others – N.B. behaviours displayed can be detailed in the Brief Synopsis of Behaviours Section</i>))):

Expected Outcome
<i>Explain what you are hoping the alternative provision will achieve. Please ensure the outcome is specific, measurable, achievable, realistic and timely</i>

Brief synopsis of Behaviours

Provide an overall summary of the behaviours displayed: *(please include details of the types of negative behaviours displayed, when and how often such behaviours are happening, triggers for inappropriate behaviour).*

Please indicate the behaviours the pupil is currently displaying in relation to level of frequency. behaviours and the frequency *(i.e. 1 = Rarely, 2 = Occasionally, 3 = Frequently and 4 = Very Often)*

Behaviour	Freq. 1, 2, 3, 4	Behaviour	Freq 1, 2, 3, 4	Behaviour	Freq 1, 2, 3, 4
Disruption		Absconding / Absenting		Discriminatory behaviour	
Vandalism		Substance / alcohol misuse		Inappropriate Sexual behaviour	
Bullying		Threats & invective		Medically related behaviour	
Fighting		Impulsive dangerous behaviour		Withdrawal	
Violence & physical Aggression		Verbal abuse		Self-harm	
Inappropriate attitude to staff		Inappropriate attitude to peers		Racist abuse	
Defiance				Other (please specify below)	

Other (please include any other additional behaviours displayed)

SEMH Strategies Implemented by School:

(provide an overview of the strategies used to promote positive behaviours and the impact of such strategies – This can be taken from a pupil’s SEN/Behaviour/Pastoral support plan and must include how external advice has been used to support the pupil’s needs).

Strategy	Range	Impact (detail both positive and negative impacts).

Risk Assessment

Is the pupil a potential risk to adults, peers, property or other risk? Yes No

If yes, please provide a copy of the most recent risk assessment?

Exclusions

Please provide a summary of the number of exclusions the pupil has received including the reason each academic year (an exclusion report providing further details should be included as supporting documentation).

Additional Support - Special education needs and disability / Pastoral / Behaviour

Is the pupil recorded as receiving SEN support? Yes No

If yes, please identify the pupil’s primary SEN need and the SEN Range that the child is operating?

SEN Range _____

Communication & interaction

Cognition and learning

Social, emotional and mental Health

Sensory and/or physical needs

If no, please explain why the school has not considered this

Education, Health and Care Plan (EHC)

Does the pupil have an EHCP? Yes No

If not, has a request for an EHC plan been submitted? Yes No N/A

If yes, please enter the date of the Assessment Planning Meeting or date EHC plan was submitted

Has the EHC needs assessment been accepted by the Panel? Yes No

Medical Condition

Please provide details of the pupil's medical condition and any support needed

Please provide the name, address and telephone number of the pupil's GP / Family Doctor

Alternative Provision

Please provide details of any alternative provision that the pupil may have engaged in (including DFE and non DFE registered providers and managed moves).

EARLY HELP / SOCIAL CARE

Has school referred the family/pupil to Early Help/Social Care? Yes No

Please provide a synopsis of the support currently being offered and by whom.

EXTERNAL AGENCY INVOLVEMENT

Please identify all agencies involved, including key worker contact details (i.e. EPS, YOS, Wearkids, YDAP, Autism & Outreach, SaLT, Complex Behaviour Service, CAMHS, CYPS, Behaviour Support Service, Social Services,)

Agency	Currently involved:	Name:	E-mail/phone number:
Attendance officer	Y/N		
Autism & Outreach	Y/N		
Behaviour Team	Y/N		
CAMHS	Y/N		
Counselling Service	Y/N		
Custodial Services	Y/N		
CYPS	Y/N		
Drug and Alcohol Team	Y/N		
Educational psychologist	Y/N		
Health visitor	Y/N		
Hearing Impaired	Y/N		
Language and Learning	Y/N		

ALTERNATIVE PROVISION TO SUPPORT PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Occupational therapist	Y/N		
Paediatrician	Y/N		
Physiotherapy	Y/N		
Portage	Y/N		
Quest	Y/N		
SENDIASS	Y/N		
Speech & lang. therapist	Y/N		
Virtual School	Y/N		
Visually Impaired	Y/N		
Youth Offending Service	Y/N		
Other(s)	Y/N		

PRIOR ATTAINMENT

Pupils in Key Stage 1

Foundation Assessment Grade	Grade
Language and Learning	
Mathematics and Numeracy	
The Arts	
The World Around Us	
Personal Development and Mutual Understanding	
Physical Education	
Religious Education	

Pupils in Key Stage 2

KS1 Test / Assessment –P Levels	Grade
Mathematics	
Reading	
Writing	
Science	
SPAG	

Pupils in Key Stage 3 and 4

KS2 Test Assessment - P Levels	Grade
Mathematics	
Reading	
Writing	
Science	
SPAG	

Pupils in Key 4

KS3 Assessment	Grade		Grade		Grade
English		ICT		Languages	
Maths		Technology		Geography	
Science		Learning for Life and Work		History	
Art & Design		PE		Music	
Drama		RE			
Current KS4 Subjects	Qualification	Exam Board	Predicted Grade		

Young Person / Child's View

- All parties will adhere to the Vulnerable Pupil's Panel protocols at all times
- All pupils are to remain on roll with their home school and will be dual registered with alternative provision allocated to.
- All parties agree that the pupil will be returned to their home school when the intervention has been completed.
- Schools retain responsibility for the pupil during the alternative placement.
- All parties agree to the final decision made by the Vulnerable Pupil's Panel.
- A signed copy of the Parental Consent Form must accompany this application, or the application will not be considered at the Vulnerable Pupil's Panel.
- An incomplete application form may delay the application process.
- Ensure any related reports from other agencies that may support the referral are included in the application.

School / Academy Consent			
Referrer Signature		Date	
Print Name			
Headteacher's Signature		Date	
Print Name:			

Send application, marked 'Strictly private and confidential' to:

Vulnerable Pupil's Panel,
Inclusion and Access Team,
Together for Children,
Room 2.42,
Civic Centre,
Sunderland, SR2 7DN

Or email: VPP@togetherforchildren.org.uk

Parent / Carer's Consent

What is the Vulnerable Pupils Panel

The Vulnerable Pupils Panel considers referrals from schools and Together for Children / Local Authority representatives requesting access to alternative provisions for pupils who may be experiencing social, emotional or mental health difficulties that are impacting on their learning.

The Vulnerable Pupils Panel consists of representation, as set out in the terms of reference and includes representatives from the Local Authority, Together for Children and schools/academies in Sunderland.

The Panel meets on a regular basis, every 2 weeks during term time to consider any referrals submitted.

Alternative provision placements are timebound and pupils continue to remain dual registered with their home school.

Your view

Your view of your child's current issues, the impact this is having on his/her learning and how an alternative provision placement may benefit your child is extremely important. Please share your views in the box below.

What happens next?

If you accept the Vulnerable Pupil's Panel allocation to alternative provision, arrangements will be made for your child to be admitted as soon as is practicable.

Alternative provision placements are timebound and pupils continue to remain dual registered with their home school.

To support the success of a child's placement, the alternative provision offered can include support from other people/services.

Your consent

Your consent is required for your child to be referred to the panel and please note your views will be shared with the Panel along with the application form submitted by the school.

To ensure you fully understand and consent to the application being considered by the Panel please sign and date the consent statement below

If you have any queries regarding this application, please do not hesitate to contact the Referrer of the application.

Parent / Carer's Views

Parental views on application to panel/potential placement (*please explain what you are hoping the alternative provision will achieve*). :

Parent / Carer's Consent

- I understand the information provided on this application form
- I give consent for my child to be referred to the Vulnerable Pupil's Panel
- I give my consent for my child's information to be shared with other people/services as indicated (✓) below:

	✓
Allocated alternative provider	
Early Help	
Looked after children's team	
Ethnic minority and traveller achievement service	
Social Care	
Your child's mainstream school	
Child and Mental Health Services (CAMHS) and /or Children and Young People's Services	
Children with disabilities Team	
Complex Behaviour Service	
Behaviour Support Service	
Other third party as required by law	
Other partner agencies of Together for Children that may support your child	

- If you do not agree to information being shared, please state who it cannot be shared with by indicating (✗) above.

I/We have read and understood the above and agreed that my child's school can refer my son/daughter for discussion at the Vulnerable Pupil's Panel. I am also happy for information to be shared with agencies as indicated above.

Signed _____

Name (print) _____

Date _____

If at any-time that you wish to revoke your consent for information to be shared, please contact the Inclusion Access Team, on 561 1442 or 561 5659.

VPP - Eligibility Checklist

Pupil:		DoB		Year Group	
---------------	--	------------	--	-------------------	--

Application Support Documentation	E / D	✓ / ✗	Attached ✓ / ✗
Application form fully completed	E		
Early Help Referral considered	D		
Social Care Support/Involvement			
Most recent school report academic data (including targets and progress)	E		
SEMH – Evidence indicates that school have considered SEN Ranges	E		
Internal / External Behaviour or Learner Support Plans	D		
Pastoral Support or Behaviour Plan attached	D		
Risk Assessment	D		
Internal/Exclusion Record	E		
SEN Support Plan applicable	E		
Education Psychologist Support	D		
Attendance Certificate	E		
If relevant;			
Mental Health Agency Support	D/E		
Medical / Consultant Support	D		
Autism & Outreach Team Support	D		
Speech and Language Therapy	D		
Language and Learning Partnership	D		
Learning Disability Team Support	D		
Complex Behaviour Team	D		
Youth Offending Services	D		
Youth Drug & Alcohol Project	D		
Other			
Does this pupil meet the criteria for referral to Vulnerable Pupil Panel?	E		
Provision allocated:			

Sunderland Virtual School



TUITION SERVICE FOR PUPILS WITH MEDICAL NEEDS GUIDANCE FOR SCHOOLS

Dear Colleague

Your Referral for Tuition for Pupils with Medical Needs has been approved by the Additional Educational Needs Central Provisions' Panel.

It is the duty of the pupil's school to provide learning resources that enable the pupil to access a broad and balanced curriculum and ensure continuity in the pupil's education.

What to do

	Complete
<p>1 The tutor will contact you to introduce themselves and to advise you to convene a Personal Education Plan meeting with pupil (if possible), parents/carers, tutor, medical personnel (if appropriate) and Named Contact Person. This meeting can take place at school or at the pupil's home.</p> <p>If a parent/carer cannot be present during the tuition session, then a named appointed adult must be present during or for part of the PEP meeting and photo ID e.g. passport must be brought with them.</p>	<input type="checkbox"/> <input type="checkbox"/>
<p>2 You will receive (by email) templates of:</p> <ol style="list-style-type: none">1. Tuition Service Guidance for Schools2. Personal Education Plan3. Partnership Agreement4. Individual Curriculum Learning Plan5. Curriculum Entitlement	<input type="checkbox"/>
<p>3 Distribute the Individual Curriculum Learning Plan template(s) to pupil's class teacher/subject teachers/curriculum leaders.</p>	<input type="checkbox"/>
<p>4 Ensure that teacher(s) provide itemised list of work on the Individual Curriculum Learning Plans and full set of resources for at least 4 weeks' work</p>	<input type="checkbox"/>
<p>5 Place each Individual Curriculum Learning Plan in a Work Folder with the accompanying teaching resources in preparation for the Personal Education Plan meeting when they are to be presented to the tutor.</p>	<input type="checkbox"/>
<p>6 Named Contact Person chairs the Personal Education Plan meeting and ensures that:</p> <ol style="list-style-type: none">1. Tutor receives Work Folder(s)2. Tuition times are set3. Partnership Agreement is read through and signed by all parties	<input type="checkbox"/>
<p>7 Named Contact Person sends a copy of the completed Personal Education Plan and Partnership Agreement to the tutor</p>	<input type="checkbox"/>
<p>8 Once the tuition commences you will receive:</p> <ol style="list-style-type: none">1. Weekly Tutor Report (which will also inform you of any further resources required)2. Weekly Pupil Evaluation	<input type="checkbox"/>
<p>9 Distribute the Individual Curriculum Learning Plans to teacher(s) and collate the next programme of work.</p>	<input type="checkbox"/>

- 10** For pupils on long term provision, a Personal Education Plan Review meeting must take place once per term.

For pupils on short term provision, a Personal Education Plan Review should take place at least 4 weeks before the scheduled end of the programme to ascertain whether a re-referral should be made to the VPP.

- 11** For re-referral, submit School Referral Form for Pupils with Medical Needs with current medical evidence from the pupil's consultant.

Sunderland Virtual School
Springwell Dene Centre
Swindon Road
Sunderland
SR3 4EE
0191 5615776

Sunderland Virtual School Home and Hospital Tuition Service

School Referral Form for Pupils with Medical Needs

To be used when a pupil will be absent for more than 10 school days. Please complete **ALL** parts of the form. A copy of the form should be sent to the Additional Educational Needs Panel, parents/carers and a copy retained by the school.

Pupil's Name:	Date of Birth:	Year Group:
Pupil's Address:	Post Code:	Tel No:
Name of Parent/Carer:		
If the pupil is a Looked After Child, please state the name of the Local Authority:		
School:	Tel No:	
School Designated Person for Safeguarding:	Position:	
*Named' School Contact Person' for this pupil during illness:		

Is the pupil in receipt of the Pupil Premium Grant? YES NO

N.B. Please be aware, that if in receipt of the pupil premium grant, the school will be expected to relinquish the funds received.

* The School's 'Named Person' MUST be someone who has up to date knowledge of the pupil's circumstances and with whom the appointed Home Tutor will liaise to deliver effective intervention/support.

Home Tuition.... Hospital Tuition. Hospital Tuition followed by Home Tuition

Medical Information

--

Supporting Medical Evidence

I confirm that I have attached a letter from a **hospital consultant** or other **senior medical officer**. (please X)

Failure to provide evidence from a hospital consultant or other senior medical officer will delay the allocation of tuition.

Other agencies involved

--

Request for Hospital Tuition

Hospital name and address:		Tel No:
Consultant:	Ward No:	Duration of hospital stay: Days
Hospital tuition start date:	Is tuition required at home following the hospital stay? YES <input type="checkbox"/> NO <input type="checkbox"/>	
If YES: Home tuition start date:	Return to school date:	

Request for Home Tuition	
Expected Duration of HOME Tuition (weeks)	
Proposed Tuition Start date	
Return to school date	

Attainment					
Or attach data from school information management system					
English		Mathematics		Special Educational Needs	
Target Level/Grade	Current Level/Grade	Target Level/Grade	Current Level/Grade	SEN Support <input type="checkbox"/>	EHCP <input type="checkbox"/>
Comment					

Current Academic Year Attendance Record to date					
(an attachment of attendance record to date is acceptable)					
Autumn term		Spring term		Summer term	
%		%		%	
Attendance:		Attendance:		Attendance:	
Authorised absence		Authorised absence		Authorised absence	
Unauthorised absence		Unauthorised absence		Unauthorised absence	

School Agreement:	
<p>I agree that:</p> <p>The Named School Contact Person will:</p> <ol style="list-style-type: none"> 1. Arrange to meet with the Tutor and parents to complete Personal Education Plan (PEP) and Partnership Agreement 2. Present all Curriculum targets, Individual Learning Plans, Attainment Data and Resources <u>at the PEP meeting.</u> 3. Provide curriculum material at agreed times <p>Signature: _____ Date: _____</p> <p>Print Name: _____ Position: _____</p>	

Parent/Carer Agreement:	
<p>Signature of person with parental responsibility:</p>	
Print Name:	Date:

Please return form to:

**Michelle Burlinson
Inclusion and Access Officer
Together for Children
Room 2.42
Civic Centre
Sunderland
SR2 7DN**

Tel: 0191 5611442

Email: VPP@togetherforchildren.org.uk

Sunderland Virtual School

Home and Hospital Tuition Service

Hospital Referral Form for Pupils with Medical Needs

To be used when a pupil of statutory school age will be in hospital for more than 5 days and is able to access education. A copy of the form should be sent to the parents/carers and a copy retained by the Hospital.

Pupil Details

Pupil's Name:		Date of Birth:
Pupil's Address:		Home Tel No:
Parent/Carer Mobile Telephone Numbers:		
School:	Local Education Authority:	

Parent/Carer Details

Name of Adult with Parental Responsibility:	
Contact details if different to the above:	Tel No:
Is the pupil in the care of the LA? YES <input type="checkbox"/> NO <input type="checkbox"/>	Local Authority:
Are the pupil's parents/carers are aware of this referral? YES <input type="checkbox"/> NO <input type="checkbox"/>	

The pupil's school will be contacted and asked for curriculum details, target and current grades and the loan of resources as part of the pupil's Personal Education Plan, and the LA will be informed.

Hospital Details

City Hospitals Sunderland	Kayll Road, Sunderland	Post Code: SR4 7TP	Tel No: 0191 5656256
Consultant:		Ward Manager:	
Duration of Hospital stay:		Ward:	Wing:
Medical Information:			

Will the pupil require Home Tuition following the hospital stay? YES NO .

Approximate duration of recovery:

For pupils from other Local Authorities, this information will be provided to their school and LA.

Person making this referral:

Name:

Position:

Signature:

Date:

Please return form to:

**Michelle Burlinson
Vulnerable Pupils Panel
Together for Children
Civic Centre
Room 2.42
Sunderland
SR2 7DN**

Tel: 0191 5611442

Email: VPP@togetherforchildren.org.uk

Copy email to: michelle.burlinson@togetherforchildren.org.uk

C. IN YEAR APPLICATION PROCESS

The In-Year Application Procedures, See - Appendix 1, were reviewed in October 2018 and agreed by all headteachers in January 2019. The In-Year Application Procedures provides an understanding of in-year admissions, fair access protocols and managed moves in Sunderland.

APPENDIX 1 – IN YEAR APPLICATION PROCESS



IN YEAR APPLICATION PROCESS

Author(s): Alan Rowan, Annette Parr, Michelle Burlinson

Date Produced: March 2014

Review Dates: October 2018

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SUNDERLAND IN YEAR APPLICATION PROCESS

Includes; In Year Transfer process, Fair Access and Managed Move protocols

1.0 INTRODUCTION

- 1.1 Changes to the School Admissions Code (updated Dec 2014) and the on-going Academy conversion programme have placed new duties and expectations upon Schools, Academies, Local Authorities and Admissions Authorities.
- 1.2 The purpose of this document is to outline the key changes with regards to In Year Admissions, the Fair Access Protocol and Managed Moves and to outline a transparent process that will enable all schools, academies and the local authority to meet their statutory duties around the provision of school places.
- 1.3 These protocols have been developed by Together for Children and Sunderland City Council, in association with the school community, and take into consideration government statutory guidance and departmental advice;
 - School Admissions Code, December 2014
 - School Admissions Appeal Code, February 2012
 - Exclusions from maintained schools, academies and pupil referral units in England, September 2017.
 - Fair Access Protocols: Principles and process, November 2012.
 - The Education Act 2011
- 1.4 For the purpose of this document the term 'school' refers to maintained schools, independent schools, free schools, studio schools and academies

2.0 ADMISSION TO SCHOOLS – IN YEAR TRANSFERS

- 2.1 Children admitted to the reception year group of an infant/ primary school or academy, those children transferring from year 2 in an infant school to year 3 in a junior school and those transferring from year 6 in a junior/ primary school to year 7 in a secondary school apply to do so during the normal admissions round. Where the number of applications for that year group is at or below the schools published Pupil Admission Number (PAN) all children will be offered places. However, where the number of applications for a school is greater than the number of places available the Admissions Authority – the Council for maintained and Voluntary Controlled schools and the Governing Body for Voluntary Aided, Free Schools and Academies – must apply their published oversubscription criteria. Any children who, as a consequence of the Admissions authority's oversubscription criteria, do not receive an offer of a place will be added to the school's waiting list. The waiting list will be ranked according

to the published criteria. Parent/carers will also be offered the right to appeal against this decision.

- 2.2 In addition to the normal admissions period applications can be made by parent/carers who wish to transfer their child from one institution to another throughout the academic year. Sunderland City Council's School Admissions Team currently co-ordinate this activity on behalf of all secondary local schools and academies and all age schools. Primary schools and academies, with the exception of all age schools, process their own in-year transfer applications.
- 2.3 As with applications within the normal admissions round, any children who are not offered a school place following an in-year admission application will be added to the requested school's waiting list. Their place on the waiting list will be ranked according to the admission authority's published oversubscription criteria. Parent/carers will be offered the right of appeal against this decision.

3.0 MAKING AN IN-YEAR APPLICATION

- 3.1. Schools have identified key data and information required by any receiving school in advance of any pupil completing an In-Year Admission. This will ensure the maximum success for any pupil changing school outside the normal admissions round. Information that will now be required by a receiving school includes;
- SEN status of applicant
 - Attendance data for current and previous school year
 - Support service and other agency involvement with applicant
 - Details of qualifications currently undertaken by the applicant where relevant
 - Details of any exclusions or behavioural issues for which additional support may be required at the receiving school.
 - Details of an applicant's most recent assessments.

Further details on information requirements can be found on the In-Year Admission Application Form (available at www.sunderland.gov.uk/school-transfers).

- 3.2 The In-Year Admission application form has been developed to assist the admission process. This is available to parent/carers either through the School Admissions page of the www.sunderland.gov.uk/school-transfers, via the local authority's Customer Service Network, School Admissions Team or directly from local schools. Any transfer request which is not accompanied by a fully completed application form will not be considered.
- 3.3. Completed application forms are to be forwarded to the School Admissions Team at the Council by a pupil's current school. The Council will then forward the completed application to the requested school or academy. On receipt of a completed application the process identified in Section 4 must be followed.

4. IN YEAR ADMISSIONS PROCESS

4.1 Sunderland City Council, through the School Admissions Team, must, on request, provide information to a parent/carer about the places still available in schools in the area. In order to achieve this it is important that all schools provide the Council with up to date information on the number of places available in each year group. Application forms for both primary and secondary in-year admissions for all admissions authorities are available on the School Admissions page of www.sunderland.gov.uk/school-transfers Any parent/carer contacting the Customer Service Network or School Admissions Team at the Local Authority regarding in-year admissions will be directed to this page to access a copy of the relevant form. Schools will also be able to provide a copy of the application form to parent/carers on request.

4.2 **SECONDARY SCHOOLS, ACADEMIES & ALL-AGE SCHOOLS**

4.2.1 Parent/carers must complete Section A of the application form. It must then be returned to their current school. The current school will complete Section B and will forward the completed application to the School Admissions Team at the Council who will then liaise with the requested school on the availability of places. Applications for an in-year admission will not be considered without this supplementary information.

4.2.2 The School Admissions Team will communicate to the parent/carer the outcome of their application. The letter will explain whether that their application has been successful, or, should it be unsuccessful, their right to appeal. Where a school operates as their own Admissions Authority, parent/carer will be advised that they need to contact the school directly to request an appeal form. The Governance Services Team at the Council will co-ordinate appeals in circumstances where it has not been possible to offer a place in a maintained school with the school or Aided schools & academies, if they buy into this service.

4.2.3 When communicating the outcome of an application, the letter must provide the following information

- The outcome of an application
- If an application has been unsuccessful the reason that the application has been unsuccessful
- The right to appeal against the refusal of a place and process to do so

NOTE: –The same process will apply to all applications, including those moving into the area.

4.2.4. Where a secondary school has not provided a response on an application for an in year transfer for an unplaced applicant within 10 days of receipt the Council will inform the school of its intention to use its powers of direction or its intention to seek secretary of state intervention.

4.2.5 It is anticipated that the all applicants will be notified on the outcome of an application within 20 working days of the receipt of a completed application form (with section B completed). During this time it is the responsibility of the Council, receiving school and current school to co-ordinate the completion of the remainder of the application form.

4.3 PRIMARY SCHOOLS AND ACADEMIES (EXCEPT ALL-AGE SCHOOLS)

4.3.1 Parent/carers must complete Section A of the application form. It must then be returned to their current school. The current school will complete Section B and will forward the completed application to the first school on the application form. Applications for an in-year admission will not be considered without this supplementary information. If there is a space in the year group, the school must contact parent/carer to arrange admission as soon as possible.

4.3.2 If the year group is full, a copy of the application form must be provided to the School Admissions Team. In respect of a community school, the School Admissions Team will write to parent/carer to confirm that the year group is full and explain their right of appeal. In respect of an application for an aided school or academy, where the governing body is the admission authority, the school must inform the parent/carer in writing. The letter will explain that their application has been unsuccessful and of their right to appeal. A copy of the letter should also be provided to the School Admissions Team. As the school operates as their own Admissions Authority, parent/carer will be advised that they need to contact the school directly to request an appeal form. The Governance Services Team will co-ordinate appeals in circumstances where it has not been possible to offer a place in a maintained school with the school or Aided schools & academies, if they buy into this service.

4.3.3 When communicating the outcome of an application, the letter must provide the following information

- The outcome of an application
- If an application has been unsuccessful the reason that the application has been unsuccessful
- The right to appeal against the refusal of a place and process to do so

NOTE: –The same process will apply to all applications, including those moving into the area.

4.3.4. Where a primary school or an academy has not provided a response on an application for an in year transfer for an unplaced applicant within 10 days of receipt the Council will inform the school of its intention to use its powers of direction or its intention to seek secretary of state intervention.

4.3.5 It is anticipated that the all applicants will be notified on the outcome of an application within 20 working days of the receipt of a completed application form (with section B completed). During this time it is the responsibility of the Council, receiving school and current school to co-ordinate the completion of the remainder of the application form.

5.0 PARENT/CARER PREFERENCE

5.1 The duty to comply with parent/carer preference is not removed, despite an application to transfer a school place occurring outside of the normal admissions round. All Admissions

Authorities have a duty to comply with parent/carer preference when there are sufficient places within the applicant's identified year group to facilitate this.

- 5.2 In the event that parent/carer preference cannot be met within the applicant's identified year group, the applicant will be provided with an opportunity to be added to the nominated school's waiting list. The School Admissions Code, 2014, requires each Admissions Authority to maintain a clear, objective and fair waiting list for at least the first term of the academic year. Each child on the list will be ranked against the admission authority's published oversubscription criteria. Looked after children, previously looked after children and those allocated a place at the school in accordance with Sunderland City Council's Fair Access Protocol (See 7.3) must take precedence over those on a waiting list. In an instance where a school place cannot be offered the applicant must be given the right to appeal this decision.

6. SCHOOLS/ACADEMIES STATUTORY DUTY TO ADMIT PUPILS

- 6.1 As the Admissions Authority for Local Authority Maintained Schools the Council has the statutory ability to admit children to its schools, however this would always be following consultation with the school leadership and/ or governing body. For other maintained schools the Council's powers of direction are identified below

A local authority has the power to direct the governing body of a maintained school for which they are not the admission authority to admit a child in their area even when the school is full. The local authority can only make such a direction in respect of a child in the local authority's area who has been refused entry to, or has been permanently excluded from, every suitable school within a reasonable distance. The local authority must choose a school that is a reasonable distance from the child's home and from which the child is not permanently excluded. It must not choose a sixth-form that selects by ability unless the child meets the selection requirements, or a school that would have to take measures to avoid breaking the rules on infant class sizes if those measures would prejudice the provision of efficient education or the efficient use of resources.

- 6.2 Regarding Academy direction the Council has the following powers of direction

Where a local authority considers that an Academy will best meet the needs of any child, it can ask the Academy to admit that child but has no power to direct it to do so. The local authority and the Academy will usually come to an agreement, but if the Academy refuses to admit the child, the local authority can ask the Secretary of State to intervene. The Secretary of State has the power under an Academy's Funding Agreement to direct the Academy to admit a child, and can seek advice from the Adjudicator in reaching a decision

- 6.3 Should an applicant be unplaced but not be eligible for fair access it is expected that they are offered a place at the school for which they have applied. In circumstances where following negotiation a school/ academy refuses to admit an unplaced applicant and cannot provide sufficient rationale to support this decision the Council will seek to use its powers of direction or

will seek the secretary of state to direct the school/ academy to admit.

7. REFUSAL TO ADMIT PUPILS WITH CHALLENGING BEHAVIOUR

- 7.1 The School Admissions Code includes provision for a governing body of a school which does not wish to admit an unplaced child with challenging behaviour outside the normal admissions round, even though places are available, to refer the case to the local authority for access under the Fair Access Protocol.
- 7.2 In addition to the refusal of an admission in a year group where there are no remaining places, Para 3.12 of The School Admissions Code, 2014 includes provision for the Governing Body of a school which does not wish to admit a child with challenging behaviour outside the normal admissions round, even though places are available, to refer the case to the Council for access under the Fair Access Protocol. The Code identifies that this will normally only be appropriate where a school has a particularly high proportion of children with challenging behaviour or previously excluded children.
- 7.3. Para 3.24 of the School Admissions Appeal Code [February 2012] states “*The allocation of a place in accordance with a Fair Access Protocol does not override parent/carer’s right to appeal against refusal of a place at any school for which they have applied. If an application has been refused despite there being places available, the governing body must present their case for refusal, demonstrating how the admission of the child would prejudice the provision of efficient education or efficient use of resources.*”
- 7.4 In instances where a school wishes to refer an in year transfer application from a child with an existing school place to the Council/Together for Children under the Fair Access Protocol it must provide the Fair Access Panel with written evidence as to why the application should be considered . While not prescriptive the school must as a minimum demonstrate that the receiving school has already admitted a disproportionate number of pupils in the named year group through the normal In Year Transfer Process, Managed Moves or the Fair Access Protocol and that how the challenging behaviour of the applicant will prejudice either the provision of efficient education to the existing cohort or the efficient use of resources. Information demonstrating the pupils challenging behaviour should also be provided.
- 7.5 Parent/carer preference is to be taken in to consideration but is, ultimately, not the decisive factor when allocating a school place under the Fair Access Protocol, given that schools are expected to admit a fair number of children with challenging behaviour. Should a parent/carer apply for a school place as an In-Year Admission but be allocated an alternative place under the Fair Access Protocol they are entitled to appeal the decision not to offer a place at their chosen school. Where an Independent Appeals Panel considers the admission would not be prejudicial to the school or other children and make the decision to admit the child then it is this decision which takes precedence over the allocation of a place under the Fair Access Protocol.

- 7.6 A school will not be considered for a placement under the Fair Access Protocols where an applicant has had either an unsuccessful appeal for a school place (on the grounds of challenging behaviour) or has undertaken a unsuccessful managed move at the school in the 12 months prior to their referral at that school.
- 7.7 If, at the point that the Fair Access Panel meets to discuss an applicant's referral, the referring school has not been removed from consideration through either appeals panel or mitigating circumstances (identified through the Fair Access Panel placement process) it will be included as a potential placement destination.
- 7.8 **Any referral to the Fair Access Protocol on the grounds of challenging behaviour must be received by the Council within 5 days of the receipt of an In Year Admission application.**

8.0 FAIR ACCESS PROTOCOL

- 8.1.1 Each Council must have a Fair Access Protocol agreed with the majority of schools in the area. This includes Community, Voluntary Aided, Voluntary Controlled, Foundation Schools, Free Schools and Academies. The Protocol aims 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.
- 8.1.2 The operation of the local Fair Access Protocol is outside the arrangements of the coordinated admissions scheme and is triggered when the parent/carer of an eligible child has not secured a school place under the In-Year Admissions procedures. Unlike In-Year Admissions, there is no duty for the Council or Admissions Authorities to comply with parent/carer preference; however, in certain circumstances the wishes of the parent/carers may be taken into account. When allocating places through the Fair Access Protocol, Sunderland's Fair Access Panel will allocate places based on a rota system across agreed cluster areas
- 8.1.3. Mainstream schools and alternative provision, for those pupils who are not ready for mainstream, will be considered as appropriate educational placements for 'unplaced children'.
- 8.1.4 The protocol contributes to the prevention of children falling out of the educational system because they:
- Fail to start the appropriate provision and hence never enter the system;
 - Cease to attend due to exclusion or withdrawal;
 - Fail to complete a transition between providers (being unable to find a new school place after moving to a new LA).
- 8.1.5 The Protocol aims to ensure:
- That the needs of vulnerable young people in the city who are not on the roll of any school are acknowledged and met quickly and sympathetically;

- That the time spent out of school by a 'difficult to place' pupil is minimised
- To ensure that all schools are treated equally with no school - including those with places – being asked to take a disproportionate number of children who have been excluded from other schools, or who demonstrate challenging behaviour.

8.2 HARD TO PLACE CHILDREN:

8.2.1 Sometimes children can find themselves without a school place during the course of the year, for example, because their personal circumstances are such that they have had to move home; or are looked after children; or they have been permanently excluded from their school. In some cases these children may also exhibit challenging behaviour.

8.2.2 There is often a balance to be struck between finding a place quickly, perhaps in an undersubscribed school or one facing challenging circumstances, and finding a place which is appropriate for the child. It is also recognised that no school should be requested to take an excessive or unreasonable number of pupils who have been excluded from other schools or are otherwise 'hard to place'.

8.2.3 While the Fair Access Protocol is a means of securing places for hard to place children it does not mean that an application from a hard to place child should automatically be referred to the Fair Access Protocol. A parent/carer can still apply for a place at any school as an in-year admission and is entitled to an appeal if they are not offered that place.

8.2.4 The School Admissions Code states the list of children to be included in a Fair Access Protocol is to be agreed by the majority of schools in the area. For a pupil to be eligible to be considered under Fair Access protocols school must demonstrate that a pupil can be identified once as a minimum from each of the lists of children identified below in 8.2.4 and 8.2.5.

- Children from the criminal justice system or Pupil Referral Unit who need to be reintegrated into mainstream education
- Children who have been out of education for two months or more,
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers.
- Children who are homeless
- Children with unsupportive family backgrounds for whom a place has not been sought.
- Children who are carers;
Children with special education needs (SEN), disabilities or medical conditions that do not have an Education, Health and Care Plan.

8.2.5 In addition to the minimum requirements the following will be considered as hard to place attributes:

- Children in year 11, that have significantly challenging behaviours and who have moved into the authority.
- Children who are permanently excluded, including those moved into the authority (MIA)
- Children leaving custody

- Children who have been withdrawn from schools by their parent/carers, following a number of fixed term exclusions, due to social or behavioural difficulties or additional educational needs, and are unable to find another place
- Children whose parent/carers have been unable to find them a school place after moving into the area or moving around the City.
- Children **without a school place** and with a history of serious attendance problems. This must have included previous involvement with an attendance team or equivalency within a local authority. Children, without an Education, Health and Care Plan, with significant challenging behaviour. (i.e. a high number of previous exclusions (including internal exclusions) and/or accessing alternative provision.

The above list is not exhaustive and it is recognised that some children not included on this list will be considered 'vulnerable' and may be required to have their case considered within the protocol. Schools will need to demonstrate how they perceive a child to be vulnerable and hard to place.

8.2.6 Challenging behaviour will normally be defined as;

- Children whose behaviour has resulted in multiple fixed term exclusions or multiple internal exclusions within a period of one academic year preceding the request for a school place.
- Children whose behaviour has resulted in a permanent exclusion or managed move within the last 12 months preceding the request for a school place.
- Significant unauthorised school attendance, in the current academic year linked to behavioural or emotional issues.

8.2.7. Issues relating to non-attendance in isolation of any other factors will not be considered under Fair Access.

8.2.8 Where a parent/carer has elected to home educate and subsequently requires a school place, a child will only be eligible for Fair Access if there is evidence that the child has not been receiving an education and fits the criteria for eligibility as identified in sections 8.2.4. and 8.2.5.

8.2.9 Where there is evidence that a pupil has not been receiving an education and is eligible in line with sections 8.2.4 and 8.2.5. the Panel may consider parent/carer preference and consider returning the child to their school of origin. However if a child was previously permanently excluded from their school of origin or the Panel deems it is not in the best interests of the pupil to return to their school of origin, an alternative school placement will be sought. Schools best placed to support the child's educational and welfare needs will be considered in the first instance.

8.3 EXCEPTIONS

8.3.1 The Fair Access Protocol does not apply to a looked after child, a previously looked after but now adopted child or a child with an Education, Health and Care Plan naming the school in question. Any child who meets the above criteria must be admitted as part of a school's own admissions process.

8.4 KEY PRINCIPLES

- 8.4.1 All schools will take part in the Fair Access Protocol, even if they are responsible for their own admissions.
- 8.4.2 A parent/carer can still apply for a place as an in-year admission and is entitled to an appeal if a place is not offered at their preferred school (identified on their Transfer Application form). Schools will continue to admit pupils under normal admissions arrangements.
- 8.4.3 All schools (primary and secondary) with an overall Grade 4 - Inadequate or a Grade 4 in Personal development, behaviour and welfare by Ofsted will not be expected to admit pupils with challenging behaviour through the Fair Access Protocol for the period that this ruling applies. However, a parent/carer is entitled to appeal the decision not to offer a place at any school where an application has been submitted for an In-Year Admission.
- 8.4.4 Any school where Personal development, behaviour and welfare has not been identified as inadequate by OFSTED must demonstrate that a disproportionate number of pupils identified under sections 4.2.4 - 4.2.7 have been admitted to the school since their last inspection before referring any pupils to the Fair Access Protocols.
- 8.4.5 Any genuine concerns about an admission will be considered when offering a placement under the Fair Access Protocol, for example a previous serious breakdown between the school and the family, a desire for religious ethos of the school or strong aversion against the religious ethos of the school.
- 8.4.6 Schools will agree not to cite oversubscription at the normal point of entry as the reason for not admitting a hard to place pupil under the Fair Access Protocol.
- 8.4.7 Pupils placed via Fair Access protocols will be given priority for admission over others on a waiting list.
- 8.4.8 Places allocated under the Fair Access Protocols will be done so according to a rota system. Schools will be grouped in clusters and each school will take its turn to admit pupils (regardless of the existing year group size). However, the Fair Access Panel will be mindful of mitigating circumstances which could result in a pupil being placed in an environment which is unsuitable for their specific needs and circumstances. While there is no obligation to respond to parent/carer preference the Fair Access Protocols will do so where appropriate. It is not expected that a pupil will be placed with a school if they have previously had an unsuccessful placement at the School due to exclusion, expulsion or a breakdown in the relationship between the pupil and the school. Given the geographical locations in question the Fair Access Panel will also be mindful of DfE, Home to School Travel and Transport Guidance and Together for Children Home to School Transport Policy in identifying a reasonable travelling distance of a young person's current home address. DfE guidance identifies reasonable travel distance as;
- 2 miles for children aged under 8, and 3 miles for children aged 8 and over. The measurement of the statutory walking distances is not necessarily the shortest distance by road. It is measured

by the shortest route along which a child, accompanied as necessary, may walk with reasonable safety. As such, the route measured may include footpaths, bridleways, and other pathways, as well as recognised roads.

- As a general guide, transport arrangements should not require a child to make several changes on public transport resulting in an unreasonably long journey time. Best practice suggests that the maximum each way length of journey for a child of primary school age to be 45 minutes and for secondary school age 75 minutes, but these should be regarded as the maximum. For children with SEN and/or disabilities a shorter journey time is usually more appropriate.

8.4.9 Schools will seek to respond immediately to requests for admission for any pupil placed under the Fair Access Protocol.

8.4.10 Schools will not be asked to admit a pupil who has made an unsuccessful appeal for a place at that school to an independent appeals panel if the pupil's failure to access a place was on the grounds of challenging behaviour. The appeal must have taken place within the relevant academic year.

8.5 PROCESS – MANAGEMENT OF FAIR ACCESS PROTOCOLS

8.5.1 Sunderland's Behaviour and Attendance Partnership will ensure that these protocols are implemented, and in consultation with Head teachers, consider and plan the implementation of further developments to the local Fair Access Protocol and Managed Moves process, as well as additional processes to resolve unsupported transfer requests and the identification of additional support to schools for In-Year Admissions applications where it is felt this may be required in order to ensure an effective transition for a pupils.

8.5.2 The Council, working with schools, will establish planning areas/ clusters for placement. These planning areas will identify the schools that will be considered for each placement based on the geography of pupils for whom a place is being sought through the Fair Access Protocol.

8.5.3 A rota system will be devised to ensure that no school within a cluster receives a disproportionate number of pupils with challenging behaviour under the Fair Access Protocol. It is expected that under normal circumstances no school will be asked to admit two pupils (either permanently excluded or hard to place) in each year group consecutively in any given term and no more than a total of four in each year group in any given academic year. However, depending on demand for places and local circumstances this is subject to review.

8.5.4 Reporting to the Behaviour and Attendance Partnership will take place on a termly basis. This will include an update on the number of pupils placed under Fair Access Protocol, the

number of managed moves between schools and the number of In-Year Transfers and the number and outcomes of any subsequent admission appeals.

8.5.5 Fair Access Panels will be established. These will be called as and when required to place a pupil through the Fair Access Protocol. Panels will be established on a cluster basis. Each panel will be chaired by a headteacher, with additional support provided by the Council or its commissioner, Together for Children. As a minimum it is anticipated that the panels will be attended by one headteacher from outside the geographical cluster of where the child resides and/ or is requesting a school place, and Council and Together for Children representatives from Attendance, Admissions and Education Services. Primary panels must include representation from at least one local primary school with representation from at least one secondary school in attendance at secondary panels.

8.6 REFERRAL TO THE FAIR ACCESS PROTOCOL

8.6.1 An officer of the Council or Together for Children can refer an individual to the Fair Access Protocol. It is anticipated that any individual who has been identified as unplaced will be referred to the relevant local Fair Access Panel, to be convened immediately following the local authority becoming aware of their status.

8.6.2 Any school receiving an application outside the normal applications round can refer any applicant to the Fair Access Protocol if they consider that the applicant satisfies the criteria referred to in 8.2.4 and 8.2.5 of the Fair Access Protocol. However, as noted above if a parent/carer has applied for a place as an In-Year Admission and a place is not subsequently offered the parent/carer is entitled to appeal this decision. The outcome of an independent School Admissions Appeal will take precedent over the Fair Access Protocol

8.6.3 All referrals to the Fair Access Protocol will be reviewed within 15 working days of the referral date.

8.6.4 On receiving a referral from a school the Fair Access Panel will consider the application and make a determination as to whether the referral meets the criteria for placement on the grounds of challenging behaviour (as identified in 8.2.6 and 8.2.7 of this document).

8.6.5 Any referral to the Fair Access Protocol that does not meet the agreed criteria will be referred back to the named school for admittance as an in year admission. The Fair Access Panel reaching this determination will provide the School full reasoning for this decision. Schools accept that the Fair Access Panel's decision in this matter is final and all pupils will be admitted within 5 days of receipt of the Fair Access Panel's decision.

8.6.6 Any referral not accompanied by suitable supporting evidence from the School will not be considered. Schools will instead be required to admit any pupils as an In Year Transfer (in order to reduce the period of time a young person is unplaced). Pupils are to be admitted as an In Year Transfer within 5 days of receipt of the Fair Access Panel's decision.

8.7. FAIR ACCESS PANEL DECISION

- 8.7.1 Any school required to admit a pupil under the Fair Access Protocol will be provided with the full reasoning for this placement and any supporting evidence and information that would assist with the pupil's admission and transition to the school.
- 8.7.2 Once a placement decision has been made, the Chair will notify the school that has been identified, in the first instance. The Council's Admissions Department will formally notify the school and parent/carer. Schools accept the Panel's decision and must contact the parent/carer to arrange the admission within seven calendar days. The School must also notify the Admissions Department of the admission date confirming that the child is on roll.
- 8.7.3 In the event that a school refuses access of a pupil they must provide a written response to the Education Services Director within seven calendar days. In this event the DFE Fair Access Protocols [November 2012] will be adhered to and the Council will seek to use its powers of direction or will seek the secretary of state to direct the school/academy to admit.

9.0 MANAGED MOVES

- 9.1 All schools in Sunderland have made a significant effort to avoid permanent exclusion, a strategy now seen as a response to extreme circumstances. However there are occasions where after lengthy and concerted efforts it is clear that it is not in the pupil's or school's best interest to continue with the placement but mainstream education is nevertheless appropriate. In these circumstances one of the strategies that could be considered is a managed move. It must be recognised that this is not a means of avoiding permanent exclusion as in the most severe and persistent cases the problems often recur in the receiving school.
- 9.2 A managed move is a managed transfer, over a period of time, of a child from one school to another. A managed move consists of a formal agreement between the child's parent/carer, the head teachers of both the referring (home) school (School A) and the receiving school (School B). A managed move provides a child with the opportunity of a 'fresh start' in another school and is a means of positively re-engaging the pupil in education.
- 9.3 Generally, a pupil should not participate in more than two managed moves in one academic year.

9.4 PRINCIPLES OF A MANAGED MOVE

- 9.4.1. It is seen to be in the best interest of those pupils who are experiencing difficulties, which could appear to be leading towards permanent exclusion. When the full range of pastoral support strategies (including a pastoral support programme) have been resourced and tried but have failed to reach the young person.
- 9.4.2. When a 'new start' at another school is seen positively by all concerned and has not been used as a threat or punishment by either the school, or the parent/carers. This is a

possible, negotiated strategy, not an imposition. It aims to keep pupils included who might otherwise become further disaffected.

- 9.4.3. The understanding being that this is not normally a '1 for 1' exchange arrangement between schools. Although there may be times when this does occur, (if it does, the ultimate destinations of the two children are not connected). What is more important is that the needs of the young people concerned are being met and their best interests are being served.
- 9.4.4. A managed move is a voluntary arrangement and no pressure must be put on to a Headteacher or a parent/carer if either feels that the move would not be in the child's best interests.

9.5 CRITERIA FOR A MANAGED MOVE:

- 9.5.1. A pupil with an otherwise good record has committed an offence that might lead to permanent exclusion, but the school feels the pupil would benefit from another chance.
- 9.5.2. There has been an irrevocable breakdown of relationships between a pupil and staff, as a consequence of significantly challenging behaviours displayed.
- 9.5.3. There has been an irrevocable breakdown of relationships between a pupil and his or her peers, as a consequence of significantly challenging behaviours displayed
- 9.5.4. A pupil with a record of inappropriate and disruptive behaviour or poor attendance, as a consequence of inappropriate and disruptive behaviour applies for an in-year transfer.
- 9.5.6. There has been an irrevocable breakdown in relationships between the pupil and staff or peers resulting in a pupil's low or non-attendance.
- 9.5.7. Where a managed move is proposed to resolve an attendance issue the school must demonstrate that the pupil in question has been referred to the Early Help - Attendance Service at Together for Children. The managed move must be endorsed by the Council's Attendance Manager, where it is anticipated the move may resolve the existing barriers to attendance.
- 9.5.8. The above list is not intended to be a complete list of scenarios and there may be other occasions where a Managed Move is considered appropriate

9.6 THE PROCEDURE FOR A MANAGED MOVE

- 9.6.1 Managed moves can only be negotiated directly between Head teachers from the 'referring school (home/current school) known as School A in this document' and the 'receiving school, known as School B in this document. Prior to requesting a managed move, headteachers must satisfy themselves that all possible preventative procedures have been met in full. Headteachers/ Principals must make available all records in respect of:

- Pastoral support programme
- School's intervention and support given in respect of issues causing concern
- Referrals to external agencies
- SEN stage, provision of support and involvement of external agencies (if applicable)
- Assessment information
- Attendance
- Parent/carer interviews/discussions
- Strengths and potential areas for future development – a positive statement detailing the pupil's strong points/subject preferences
- Key Stage 4 pupils – record of options

9.6.2 A system of managed moves works by negotiating a transfer of the pupil into a new school as a means of positively re-engaging the pupil in education. In the first instance, the head teacher or the head teacher's representative of School A, will have discussed the consideration of a managed move with the parent/carer and child.

9.6.3. Where a Managed Move is being considered because of a pupil's behavioural issues, this should only be considered when School A's own behaviour management strategies and a pastoral support programme of at least 16 weeks has been resourced, tried and failed. A further pastoral support plan should then be set up for the pupil at the Initial Managed Move Meeting with School B to support the pupil. On occasions when a single incident occurs that would precipitate a permanent exclusion and without a background history of significant behavioural disruption, a pastoral support programme may not have been drawn up and exhausted by School A. In these circumstances, it is essential that a pastoral support programme is set up as soon as possible by School B to support the Managed Move.

9.6.4 An Initial Managed Move Meeting is arranged by the headteacher's representative from School A. Those in attendance will be the representatives from Schools A and B, Together for Children Officer, parent/carer and the pupil. The managed move protocols will be explained and all parties will provide written confirmation of their understanding and agreement to the parent/carer agreement (see appendix 3). Targets will be set to support the managed move process and information will be shared by parties (see appendix 3). An agreed start date and induction process will be agreed at the initial meeting. The pupil will then continue to attend the School B on a daily basis as agreed for the period of the Managed Move

9.6.5 The pupil remains on roll of the home school, but has a fresh start and attends the new school for a period of up to 12 term weeks as a "dual registered pupil". If the placement is successful the pupil would then go onto the roll of the new school – School B.

9.6.6 The success of a managed move is based on targets set at the initial managed move meeting and the following;

- A pupil must have a good level of attendance and punctuality, as determined by the School B, during the period of the managed move.
- A pupil must have a good level of behaviour, as determined by the School B, during the period of the managed move
- A pupil must engage in learning in all aspects of their curriculum whilst attending the School B, during the managed move period

The above targets will be recorded at the meeting and reviewed during the managed move process.

- 9.6.7 A Review Meeting will be convened by the School B at approximately 6 school weeks into the Managed Move. This Review Meeting will be organised in advance, on a date where all professionals, the parent/carer(s) and the pupil attend. It is at this point where targets set are discussed and/or amended, if appropriate. At this point any concerns can be raised by any party and discussed to support the managed move process.
- 9.6.8 The School B will convene, a final Review Meeting to take place at 12 school weeks into the Managed Move. It is at this point where all parties consider whether targets set have been achieved, thus determining the success of the managed move. If successful, parties will agree a date when a pupil is to be taken off the School A's roll and become single registered with the School B.
- 9.6.9 In extenuating circumstances (i.e. when a pupil has had a medical condition that can impact on the attendance target), a managed move may be extended. The length (generally a further 6 weeks) must be agreed with all parties and another Final Review meeting must be arranged.
- 9.6.10 At the Review Meeting, the Final Review Meeting or at any point during the period of the Managed Move, it may be determined that the Managed Move has been unsuccessful. The determination of whether the Managed Move is unsuccessful will rest with School B and their decision is final. There is no appeal route following a determination that the Managed Move is unsuccessful. All records from School B will be transferred to School A and the pupil will continue to attend School A as a registered pupil there.
- 9.6.11 If the Managed Move is deemed to be unsuccessful at a point other than the end of the agreed period or at the mid review stage of the Managed Move, the Managed Move will come to end with immediate effect. Non-exhaustive examples of when a Managed Move may come to an end earlier than the agreed period of the Managed Move could be where the pupil displays poor behaviour or fails to attend School B under the Managed Move.
- 9.6.12 Should the Managed Move be deemed to be unsuccessful, the pupil will return to School A.
- 9.6.13 There is a clear understanding that School B does not have the ability to permanently exclude the pupil during the period of the Managed Move or at its conclusion. School A retains responsibility for the pupil until such time as the pupil is placed on the roll of School B or returned to School A.
- 9.6.14 A managed move would not normally be appropriate where a year group is full but could be accommodated in exceptional circumstances with the agreement of head teachers.
- 9.6.15 All school records (as referred to in the Managed Moves Protocol) will be transferred to the receiving school for the Managed Move placement period. If the Managed Move is unsuccessful subsequent transfer applications to the School B may lead to the transfer application being referred by School B to the Fair Access Protocols. School B will not be considered for placement if there has been an unsuccessful Managed Move for the same pupil in the 12 months prior to the referral.

9.7 **PROCEDURE FOR A MANAGED MOVE WHERE THE PUPIL HAS SPECIAL EDUCATIONAL NEEDS AND/OR A DISABILITY**

- 9.7.1 A child with an Education, Health and Care Plan (EHC) would not normally be considered for a managed move. Where a child has a statement or EHC plan the consideration of the managed move should only be undertaken as part of the special education needs review process.

- 9.7.2. Where a managed move takes place for a pupil that has an EHC plan, School A should always discuss the arrangements with the Special Educational Needs Service at Together for Children, prior to the managed move commencing. The procedure outlined in 5.6 should be followed at all times.
- 9.7.3. Where a pupil has SEN, but does not have an EHC plan, the procedure outlined in 5.6 should be followed at all times.

9.8 PROCEDURE FOR A MANAGED MOVE FOR A LOOKED AFTER CHILD

- 9.8.1. A looked after child would not normally be considered for a managed move. Should a managed move be considered for a looked after child it can only take place with the consent and support of the Virtual Headteacher and form part of the child's Education care plan.

9.9 REGISTRATION AND ROLL ARRANGEMENTS

- 9.9.1 School A keeps the pupil on roll during the trial period and includes him/her in all attendance statistics, local authority census, PLASC etc. School A maintains the pupil's record with an enrolment status of "M" (main dual-registration)
- 9.9.2 Although not placed on the roll, school B is responsible for recording the pupil's attendance and for feeding back to school A on a weekly basis. School B maintains the pupil's record with an enrolment status of "S" (subsidiary dual-registration). This enables the school to allocate the pupil to a tutor group, register, and generate a timetable.
- 9.9.3 It would be the responsibility of school A to keep the Together for Children Officer informed of progress of the managed move and in addition the Special Educational Needs Team in the case of a child with EHC plan.

9.10 OTHER FACTORS

- 9.10.1 Every school involved in a Managed Move should identify a single person in their respective school who will manage all Managed Moves regardless of year group. This may be the headteacher/ principal or a member of the leadership team.
- 9.10.2 Only the headteacher or principal of School A can exclude the pupil. School B would need to consider whether the actions of the pupils would warrant the termination of the Managed Move. It is important that School B keeps School A advised of any issues arising during the period of the Managed Move so that appropriate decisions can be taken by School A in a timely manner.
- 9.10.3 The pupil needs to be committed to the Managed Move process. There should be time allowed for the pupil and parent/carers to reflect on the suggestion of a Managed Move before the initial managed move meeting is scheduled. A copy of the managed move protocols should be provided to the parent/carers and pupil prior to the initial meeting taking place.
- 9.10.4 The pupil's transition into School B as part of the Managed Move must be on a full-time basis and will similarly need to be supported with effective induction process. These inductions are expected to be more detailed than what is normally provided to new pupils.

The key to success is likely to be the pupil feeling an ownership of the transfer, prepared for it, and supported in it by School A, School B and the Together for Children Officer.

- 9.10.5 The choice of school under a Managed Move needs to be made on the basis of the parent/carer accepting the responsibility for funding/getting the pupil to school. School A, School B nor the LA/Together for Children will be liable for funding transport.
- 9.10.6 School A should enable pupils on a Managed Move who are eligible for free schools meals to access them in School B immediately.
- 9.10.7 Not all pupils will be suitable candidates for a Managed Move. Negotiated transfer is part of a continuum of (developing) provision. Permanent exclusions may still be appropriate in certain cases.
- 9.10.8 It is the responsibility of the parent/carer to also ensure that the pupil conforms to the uniform regulations at the School B.
- 9.10.9 Pupils who move out of the area and where their home school is no longer within statutory walking distance of their residence, should not be subject to a managed move. A parent/carer has the right to submit a transfer request to their preferred school and the School Admission Code should be adhered to.

9.11 FINANCE

- 9.11.1 During the period of the Managed Move, funding related to the pupil will remain with School A. However, where a school is above their PAN, prior to the managed move then an agreement between both School A and School B should take place to discuss the recoument of any additional costs incurred. This should be agreed prior to the initial managed move meeting taking place.
- 9.11.2 If the Managed Move is successful and the pupil transfers to the roll of School B, funding will be transferred to School B from this date. Together for Children on behalf of Sunderland City Council will calculate the funding available from the date it is agreed the pupil will be transferred to the roll of School B. This may involve the recoument of some monies from School A for this same period. Together for Children will inform School A and School B of the amount of money to be transferred and the process of transferring such funds.

9.12 OUT OF AREA MANAGED MOVES

- 9.12.1 There are no official arrangements for managed moves between local authority areas. However, it is suggested that where a managed move takes place between local authorities, schools and local authorities should follow the local authority's protocols of where the receiving school is located.

APPENDICES

Appendix 1 Managed Moves – Parent/carer Information Leaflet

Appendix 2 Managed Moves - Parent/carer Agreement

Appendix 3 Definitions

APPENDIX 1 – Managed Move- Information for parent/carers

<https://www.togetherforchildren.org.uk/schools/managed-moves>

APPENDIX 2 – Managed Moves - Parent/carer Agreement

Managed Move Parent/carer/ Agreement

If you are happy with the Managed Move placement and feel that the placement will be of benefit to your child, please complete the following:

I have read the information given to me, namely the Managed Moves Protocol and believe it would benefit(name of pupil)

I understand that all school records (as referred to in the Managed Moves Protocol) will be transferred to the receiving school for the Managed Move placement period. . . If the Managed Move is unsuccessful I understand that subsequent transfer applications to the receiving school may lead to the transfer application being referred by the receiving school to Together for Children on behalf of Sunderland City Council under the Fair Access Protocols. I acknowledge that under this, the receiving school will not be considered for placement if there has been an unsuccessful Managed Move there in the 12 months prior to the referral.

Signed:..... Date:.....

Comments or notes from Parent/carer/Guardian:

Targets / Conditions Set

MANAGED MOVE PROFORMA

Part A

Name of pupil:									
Date of birth:		School year:		Gender:		LAC		FSM:	
Home School::									
Managed move to:									
Date move to commence:		Length of period:		Expected End Date					
Reason for move:									
[detail the reason for the managed move and explain why it is thought a move to this particular school may be successful]									
Signed on behalf of referring school			Signed on behalf of receiving school			Signed on behalf of L.A.			
Date:			Date:			Date:			
Signed by parent/carer					Signed by pupil				
Date:					Date:				

Part B

Review date(s):			
OUTCOME:			
Is the move SUCCESSFUL?			
YES <input type="checkbox"/>		NO <input type="checkbox"/>	
Proposed date for registration on new school roll:	Reason for failure:		
Signed on behalf of receiving school:	Signed on behalf of referring school:		
Received by LA: Yes/No Date: _____	Put on database Yes/No Date: _____	Notified Finance Yes/No Date: _____	

RECORD OF REVIEWS/MEETINGS

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RECORD OF REVIEWS/MEETINGS

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Part C – Pupil Overview / Risk Assessment

This form to be completed by the home school prior to the initial Managed Move Meeting

Name of pupil:									
Date of birth:		School year:		Gender:		LAC		FSM:	
SEN stage: (including Code of Practice Level and Category) Date of birth:						UPN			

Current Attendance Rate	
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Fixed Term Exclusion(s)			Internal Exclusions		
Date	Duration	Reason	Date	Duration	Reason

Current Behaviour				Safeguarding Concerns
Category	Good	Satisfactory	Poor	
Attainment				
Effort				
Attitude to staff				
Attitude to peers				
Homework				

Risk Assessment	Risk Management Strategies Used	Impact successful (Y/N)
What are the risks to staff?		
What are the risks to peers		
Other		
Areas of Strength		

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Barriers to Learning	Intervention Strategies used

KS4 Only - Current Educational Provision	
Subjects	Examining Board
Alternative curriculum arrangements currently active.	

Other Professional involvement (active) Named Person	Agency

N.B.

Transport Arrangements - It is the responsibility of the home school to liaise with parent/carer to ensure that the pupil is able to get to the proposed school

APPENDIX 3

DEFINITIONS

For the purpose of this document :

- (a) 'Headteacher refers to the Headteacher, Head of School and/or Principal of a maintained school, independent school, free school, studio school and academy
- (b) 'school' refers to maintained schools, independent schools, free schools, studio schools and academies;
- (c) 'School A' refers to the home school which the pupil attends prior to the Managed Move;
- (d) 'School B' refers to the receiving school which the pupil will attend during the period of the Managed Move;
- (e) 'agreed period of the Managed Move' means a 12-school week period from the agreed start date unless an extension has been agreed by all parties concerned.
- (f) 'agreed start date of the Managed Move' means the date agreed by School A and School B, representatives from the Council and/or Together for Children, the parent/carer(s)/carer(s) and the pupil, as the date for commencement of the Managed Move and the date the pupil will first attend School B as part of this agreement;
- (g) 'Initial Managed Move Meeting' means. The first meeting that takes place between all parties (i.e. Together for Children Representative, School A, School B, Parent/carer and Pupil. All parties will be made aware of the managed move protocols and the targets set to ensure the move is successful.
- (h) 'Review Meeting' means. A meeting arranged mid-point through the trial period of 12 weeks where all parties attend and the targets set are discussed and/or amended, if appropriate. At this point any concerns can be raised by any party and discussed to support the managed move process.
- (i) 'Final Review Meeting' means. A final meeting arranged at the end of the trial period where all parties agree whether the targets have been met, determining the success of the managed move. At this point parties will agree when a pupil is taking off their main
- (j) 'successful' in relation to a Managed Move means. All appropriate targets have been met.
- (k) 'unsuccessful' in relation to a Managed Move means. Appropriate targets have not been met.