

SECONDARY FAIR ACCESS PROTOCOL (FAP)

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Fair Access Protocol’s Terms of Reference

Hull’s Fair Access Protocol (FAP) is testament to the excellent and effective partnership work between local schools and the local authority to maximise the life chances and choices for local children and young people.

Hull’s Fair Access Protocol reflects the local authority’s responsibility for safeguarding and promoting the welfare of children and young people and their educational attainment.

1. INTRODUCTION

1.1. In Year Fair Access Protocol (Secondary Phase)

The Schools Admissions Code (2021) places a statutory responsibility on all Local Authorities (LAs) to have a Fair Access Protocol (FAP) which all schools must comply with. The FAP’s terms of reference are guided by the School Admissions Code (2021), which clearly states that all admission authorities must comply with the mandatory requirements of the code and admissions legislation. All schools and academies must participate in the FAP - this includes admitting children and young people above the published admission number (PAN) to schools, where appropriate.

In most cases, children are placed in accordance with agreed admission procedures. Children covered by this protocol are those who are hard to place in a school. The protocol aims to balance the circumstances of the child and the circumstances and profile of the school or academy. All mainstream schools, voluntary aided, trust schools and academies in Hull are covered by this protocol, which commenced on 1st September 2017 and will be reviewed each September thereafter by the FAP.

The FAP will be required to consider an application when a parent of an eligible child has not secured a school place under in-year admission procedures as published in the coordinated scheme for in-year applications. Referrals under this protocol will not be accepted, unless: an in-year transfer application has been submitted and the parent has not secured a place for their child; or a school refer the transfer request to the Fair Access (FA) Panel as they have identified the pupil as vulnerable. Admission authorities and schools will continue to admit local children who apply for an available place under normal admission arrangements. It is the home local authority who has responsibility for the FAP of their pupils.

Throughout this document ‘school’ should be read as including academies and free schools in the city.

1.2. Aims of the Fair Access Protocol

The protocol is designed to:

- Acknowledge the need to place vulnerable young people who are seeking a school place to be dealt with quickly and sympathetically.
- Deal with cases quickly.
- Reduce the time pupils spend out of school.
- Ensure that schools admit pupils, including those with challenging educational needs, in a fair and equitable way.
- Be fair and transparent, ensuring all schools accept a fair and equitable share of pupils, including ensuring a school will not be asked to take an excessive number of children who have been excluded from other schools.

The Fair Access Protocol **does not apply to:**

- Children Looked After (CLA) as there is a national expectation that these children must be admitted as outlined under the school Admission Code (Section 3.12)
- Children with an Education, Health and Care Plan (EHCP).

1.3. Ethos

A coordinated scheme for in-year applications is the most effective way of ensuring that children out of school are tracked, monitored and placed as quickly as possible. All Secondary schools in Hull coordinate their in-year admissions.

The protocol will not apply to children on roll of a school, despite any attendance issues they may have. However, in exceptional circumstances the LA may (via the FA Panel), due to safeguarding concerns, use discretion to place pupils already on a school roll at a different school.

Where possible, “managed moves” should be made outside of the FA Panel. However, the Panel may consider requests as an alternative to exclusion. All schools will have a clear and transparent policy regarding managed moves to reduce the risk of both fixed and permanent exclusions. Managed moves are outlined in this document.

The Panel will be governed by efficiency of education, safety and wellbeing, and equity. For example, the Panel will take into consideration the issue of a heavily over-subscribed year group that could be a risk to child safety or to the quality of education. Additionally, to ensure fairness within the placement of permanently excluded children, if a school has permanently excluded a child or young person, they are likely to receive a permanently excluded student in return.

The protocol may require schools to admit pupils over their PAN (the number of pupils that a school can admit into each relevant age group), ahead of pupils on their waiting lists or those awaiting an appeal.

All admission authorities (the body that deals with admissions for the school) must participate in the FAP. To ensure the FAP is effective, the following are expectations of these admission authorities:

- Admission authorities and schools will be positive, inclusive and demonstrate a shared ownership of excluded and vulnerable children.
- Within each MAT trust, schools will be committed to employing all resources and expertise to support any child who fits within the FAP.
- Admission authorities and schools will respond as soon as possible to a request

for admission and will not insist on an appeal being heard before admitting a child.

- Admission authorities and schools will abide by the decision of the Panel and will not use oversubscription to refuse to admit a child under the protocol.

2. SCHOOL ADMISSIONS CODE (2021) AND LEGISLATION

FAPs may only be used to place the following groups of vulnerable and/or hard-to-place children, where they are having difficulty in securing a place in-year and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admissions processes (Section 3.17 School Admissions Code, 2021):

- Children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the FA Panel.
- Children living in a refuge or in other Relevant Accommodation at the point of being referred to the FA Panel.
- Children from the criminal justice system.
- Children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education.
- Children with special educational needs (but without an Education Health and Care Plan), disabilities or medical conditions.
- Children who are carers.
- Children who are homeless.
- Children in formal kinship care arrangements as evidenced by a child arrangement order not relating to either birth parent or a special guardianship order.
- Children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers.
- Children who have been refused a school place on the grounds of their challenging behaviour and referred to the FA Panel.
- Children for whom a place has not been sought (i.e. children missing education) due to exceptional circumstances determined by the Local Authority.
- Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted.
- Previously looked after children for whom the local authority has been unable to promptly secure a school place.
- New arrivals of compulsory school age in late year 10 and year 11, unless the parent has secured a mainstream school (includes both late arrivals to Hull and into the UK).

The protocol covers all children who may be deemed 'hard to place'. Children Looked After (CLA) and children with Education, Health and Care Plans (EHCPs) are not included in these arrangements, as alternative statutory requirements apply to them.

Within the terms of this FAP, placement decisions may result in the admission of children above a school's PAN. Schools cannot cite oversubscription or a dismissed

appeal as a reason for not admitting a young person under the FAP. The School Admissions Code requires that those children allocated a place at a school/academy in accordance with a FAP must take precedence over those on a waiting list.

Schools must respond quickly to requests for admission so that the admission of the child is not delayed. Admission should take place within 10 school days of a school being notified of a decision under the FAP. If a school refuses to admit a pupil under the terms of the FAP, one of the following actions will be taken:

- (a) for a direction letter to be issued by the LA to the school; or
- (b) seek a direction from the Secretary of State for an academy.

Where the local authority considers that an academy will best meet the needs of a child, it will ask the academy to admit that child. It is anticipated that the local authority and the academy concerned will usually come to an agreement, but if the academy refuses to admit the child, the local authority may 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.

3. THE ROLE OF LOCAL AUTHORITY ADMISSIONS

A parent/carer can apply for a school place at any time on an in-year (IYT) application form. This must be processed and parents/carers will be given prior information about a decision to refer a pupil to the FA Panel where possible.

If a child has been on a school roll within the last six months, the Admissions Team will approach the school to obtain pupil information. All schools are expected to co-operate fully and supply accurate and timely information within five school days.

Schools will be sent all IYT applications and school data. A school can agree to offer a place to a pupil under Fair Access Protocols and request that the decision be recorded on the next agenda. The school must notify the Admissions Team that they are admitting the pupil under the protocols and confirm whether this is an allocation over Confirmed Admission Number (CAN) or an allocation of a pupil with challenging behavior.

Alternatively, the school should notify the Admission Team if they choose to refer an application to the FA Panel together with the reason for the referral. If a school makes a referral to the Panel under the premise 'the pupil is hard to place', no other preference of school will be approached, and the application will be taken to the FA Panel. The parents/carers will be advised of the referral to Panel and the reasons given by the referring school.

Data will be circulated (using EDT) one week prior to each meeting to ensure a fair and transparent process. To adhere to timescales, information provided by agencies, parents or third parties will not be scrutinised prior to circulation. Late applications will not be added to the agenda.

Local authorities are required to submit an annual report to the Schools Adjudicator that outlines an assessment of the operation of the FAP, its effectiveness and a statement about how well the FAP has worked and how many young people have been admitted to each school in the local authority. This report is submitted by the end

of October each year.

4. APPEAL AND WAITING LISTS

A pupil who is refused a school place will be offered the right of appeal. If none of the preferred schools can offer a place and the pupil is not on a school roll, or their current school is out of county (not within a reasonable travel distance), the application will be referred to the FA Panel. A child without a school place is considered vulnerable. Where the appeal date is after the next scheduled FA meeting, the Panel will allocate a school place.

The appeals process does not take precedence over FA Panel. It is an independent process, that is focused on one school case verses the parental request for a place, and the panel should not be led by an appeal in determining a suitable allocation. The FA Panel, where there has already been a failed appeal may also determine that a place cannot be offered. However, an allocation will be made where a pupil has had failed appeals at three schools within a single bus journey. When this occurs, the FA Panel will discuss and agree an allocation and discount previous appeal decisions.

When an appeal is due to be heard within 7 days of the next FA Panel meeting, the Panel can allocate a place at the school and appeal can be cancelled or can allocate an alternative school place should the appeal be unsuccessful. This will avoid unnecessary delay in allocating a place following an unsuccessful appeal. The parent/carer will not be notified of the allocated school until after the appeal decision.

Appeals for an in-year application must be heard within 30 school days. The timescales are stipulated in the School Admissions Appeal Code (2012); some schools may arrange for appeals to be heard sooner.

Not all schools use the LA's Democratic Services team for school admission appeals. The Admissions Team may, therefore, not be aware of an appeal lodged. Any school that receives an appeal against their decision to refuse a place should notify the Admissions Team. Appeals received are logged and appeal Panel decisions are recorded.

A school that does not coordinate their in-year transfers must notify the local authority of the outcome of any application made directly to the school.

Parents will be guided to the process of appeal if the preferred school/s in-year admission application is not met as an outcome of FA Panel deliberation/allocation.

In line with the School Admissions Appeal Code, the allocation of a place in accordance with a FAP does not override a parent's right to appeal against refusal of a place at any school for which they have applied.

5. CHILDREN WITH CHALLENGING BEHAVIOUR

Definition of persistently disruptive and challenging behaviour:

- Persistently disruptive behaviour is defined in the Admissions Code (2021) as behaviour which would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour, or it is of such severity, frequency or duration that it is beyond the normal range that

schools can tolerate. We would expect this behaviour to significantly interfere with the pupil's/other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment.

- It would be shown to disrupt their learning and the learning of others over a period of more than two consecutive terms and has incurred more than 5 fixed period exclusions within one academic year.
- A child who has challenging behaviour is one with a history of violent, aggressive or defiant behaviour against children, adults and property which could result in the child being permanently excluded. Outreach support from the Whitehouse support service or alternative provider must have been sought.

In the above cases it is vital that the school follows the Graduated Approach in addition to SEN support as outlined in the SEND Code of Practice (2015), and the Attend Framework.

In view of the above, the protocol should define challenging behaviour in order for the request to be evaluated against agreed criteria. Therefore, pupils with challenging behaviour are defined as:

- Pupils who exhibit a serious level of challenge to authority and cause serious disruption to the learning of others, which is characterised by physical/verbal abuse to staff and/or other pupils. Challenging behaviour will be evidenced by behaviour log and records of interventions.

Schools or academies in the Ofsted category 'special measures' will not be required to accept children who have challenging behaviour.

Where a school does not wish to admit a child with challenging behaviour outside the normal admission round, even though places are available, it must refer the case to the Schools Admissions Team for action under the FAP. This will only be appropriate where a school has a particularly high proportion of children with challenging behaviour or previously excluded children. This provision will not apply to Child Looked After (CLA), a previously CLA, or a child with an EHC Plan naming the school in question, as these children must be admitted. Admission authorities must not refuse to admit a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for an EHC Plan.

Pupils with challenging behaviour will often have received numerous fixed term exclusions and appropriate in-house alternative interventions (or other evidenced), from which it is clear that the child is at serious risk of permanent exclusion. This should be within a period of at least one year preceding the request for a school place.

It is accepted that defining and/or quantifying challenging behaviour is difficult. Therefore, there may be exceptional cases that do not strictly meet the above criteria. In these circumstances, admissions may still be refused, but the relevant professionals will then be obliged to demonstrate (and substantiate) to the FA Panel, why the pupil should be considered as challenging.

6. CHILDREN WHO HAVE BEEN PERMANENTLY EXCLUDED

All permanently excluded children will be considered by the Panel when the date for appeal of the exclusion has expired, or an Independent Review Panel has been heard.

The Education Welfare Officer (Child Missing Education) will collate three school preferences of the parent/carers. The Panel considers this information and will allocate a school best able to meet the needs of the child. There is an expectation that children at KS3 will return to a mainstream setting. This school is put in place when the AP consider the child is ready for re-integration, which will be decided through the Exclusion Panel (see next subsection). This allows for transition to begin, which **must** include visits from the receiving school every other week, with visits to the school by the child every other week.

If a placement is unsuccessful the school can refer back to Panel. A child who re-integrates into a school successfully should be considered under normal admission arrangements for any further transfer requests one year after the Panel date of the allocation.

A permanently excluded child can sometimes not be referred to the Panel by the PRU if the parents or carers have declined a place. In these cases, the child will be placed and the school will have access to outreach support from the PRU. Every effort will be made to ensure the child attends the PRU following a permanent exclusion before they move to another mainstream school.

6.1. Exclusion Panel

The Exclusion Panel decides on the next educational provision and reintegration plan following each permanent exclusion for a child or young person who resides in Hull (or is otherwise the legal responsibility of Hull local authority).

The Exclusions Panel will be held weekly, comprising of the Head of Access & Inclusion (Hull City Council), the Headteachers of Alternative Provisions (APs), and a mainstream representative Headteacher for both Primary and Secondary settings. The meeting will consider any exclusions which have occurred since the previous Panel and will also review the reintegration of pupils who have previously been considered by the Panel (in line with the process as stipulated by the Panel for that pupil).

The Panel considers the appropriate pathway for each child, based on the category of support required. These categories are in line with the government's 'SEND and alternative provision improvement plan' (2023), which are:

- **Category 1 – short-term, quick mainstream reintegration.**
This is for learners whose exclusions are one-off incidents for a serious breach of the school's behaviour policy. Their behavioural concerns appear to be isolated to the school setting specifically, rather than the wider community. With a relatively unblemished behavioural record and generally good engagement in education, these learners are highly likely to thrive in a mainstream environment and benefit from a quick return to a mainstream setting. A short-term AP placement (up to 6 weeks) will provide necessary support, interventions, assessments and referrals, with a planned reintegration overseen by an AP transitional worker.
- **Category 2 – medium-term, strengthened AP intervention.**
For these learners, the permanent exclusion will not relate to just one serious incident, but there will be a pattern of cyclical suspensions, isolations and behaviour management meetings. Whilst there will generally be unmet needs for these pupils, with more deep-rooted difficulties around behavioural needs, difficulties are still generally isolated to the school environment (rather than the

community). Therefore, these learners will benefit from a return to mainstream school after a longer period of intervention within an AP. The shortest placement may be 6 weeks, but the placement is likely to be around a term and a half, to ensure adequate time to settle in and build new relationships before a period of interventions, which require a review to ensure robust recommendations are provided to the new school during reintegration. More thorough assessments and referrals are likely for these learners, and the reintegration is again supported by an AP transitional worker.

- **Category 3 – long-term AP placement.**
Children and young people in this category are unlikely to be able to make a return to mainstream school in the near future (i.e. within an academic year), displaying frequent high-risk (with likely aggressive) behaviours. There is often a significant lack of (or dysfunctional) sense of community/relational connection to school. Difficulties are likely to extend beyond the school environment, with issues and risk in the community and possibly in the home. These pupils have a long history of persistent disruptive behaviour with intensive support required and a general lack of willingness/capacity to engage in the behaviour management process and with other agencies. There is a need for multi-agency holistic involvement, although there has most likely been cycles of involvement from agencies, such as social work (e.g. Child Protection plans), often with limited success. Up to a one-year placement will be agreed, with an annual review to assess the effectiveness and the next educational steps.

Full details on the Exclusion Panel can be found in the Protocol for Exclusion Panel document on the Hull City Council website (www.hull.gov.uk).

6.2. Children who have been permanently excluded two or more times

Where a child has been permanently excluded from two or more schools, there is no need for an admission authority to comply with parental preference for a period of two years from the last exclusion; the parents/carers forfeit the right to a mainstream preference. The 'twice excluded' rule does not apply to children who were below compulsory school age at the time of either exclusion, or children who have been reinstated following a permanent exclusion.

7. GATEWAY REFERRAL

After all options have been explored through the Graduated Approach and all reasonable adjustments have been made, a Gateway referral can be made to Fair Access for the consideration of behavioural support. The Fair Access Panel will consider whether all support has been offered through the Graduated Approach before consideration of any PRU allocation. A Gateway referral can be made to the Panel using an Information Passport (Appendix 1).

7.1. Schools requesting a place at the PRU for a child

Schools can request a place at a PRU if they believe they have done everything within their power to support a child with their behaviour. An Information Passport must be completed by the school (Appendix 1) for a Gateway referral.

7.2. Reintegration following any PRU placement

All children and young people who attend a PRU setting will require a robust review to support their integration into their next setting. Any actions agreed through the Gateway referral need to be reviewed through the Assess, Plan, Do, Review process. For any child or young person who cannot return to their previous school, a Gateway referral will have to be made for full consideration of the next steps regarding educational provision.

8. OFF-SITE DIRECTION AND MANAGED MOVES

Supporting and promoting good behaviour is essential to provide an education where children can benefit from all the opportunities available. DfE statutory guidance (2024) titled '*Behaviour in schools: advice for headteachers and school staff*' outlines a range of strategies for schools to use as part of initial interventions for positive behaviour management. These strategies must be considered before taking any decision to exclude and following instances of misbehaviour to reduce the likelihood of further suspensions and/or exclusion. Such strategies include: frequent and open engagement with parents/carers; mentoring and coaching; report cards and behaviour plans; pupil support units; and engaging with external agencies.

In the 2024 guidance titled '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*', the DfE outline the range of ways APs should be used within a continuum of support to provide expertise on managing behaviour and providing alternatives to exclusion. Such a continuum involves using the guidance through Outreach support (where possible) in the first instance, to promote good practice within the established school environment. After a school has unsuccessfully followed interventions within the setting (or they are otherwise deemed inappropriate), off-site directions and managed moves should be used as preventative measures to school exclusions.

8.1. Off-site direction

Off-site directions are temporary placements at another education setting for the purpose of improving a child or young person's behaviour. They must be used only for the purpose of improving future behaviour, and not as a sanction for past misconduct. The off-site direction must be planned, with a maximum period identified, plus a range of options explored following the period of off-site direction.

Whilst there is no legal requirement to gain consent from parents/carers, Hull local authority highly recommends this; this is both considered good practice and can support if a managed move is later deemed necessary (which does require parental consent – see further below). However, this off-site direction must be kept under constant review and parents/carers must be given written invitation to attend the formal review meetings (or submit their views in writing), with the review being planned around the convenience of the parents/carers insofar as is practicable.

Pupils must be dual registered during this time-limited placement (whether or not the child or young person continues to attend the main setting), recorded as Code D. Code B should be used for any off-site educational activity if the provision is an approved educational activity that does not involve the pupil being registered being registered at any other school.

The aforementioned guidance on 'Suspension and permanent exclusion' (2024) provides further details on the stipulations for off-site directions, including the due

regard which must be shown to the Education (Educational Provision for Improving Behaviour) Regulations 2010 and the statutory guidance 'Alternative Provision' (2013).

During the off-site direction, the child must continue to receive a broad and balanced curriculum, in addition to the interventions provided to improve good behaviour. The overall responsibility of the provision rests with the commissioned school. A planned reintegration strategy should be implemented for each child or young person who has received off-site direction. All schools should act in the spirit of partnership and co-operate for off-site direction to be given the best chance to work, especially as a managed move may be outcome in the best interests of the child following off-site direction.

8.2. Managed moves

If it is in the best interests of the child to permanently move to a new school, a managed move is a process which leads to the transfer to another mainstream school permanently. As outlined in the DfE guidance 'Suspension and permanent exclusion' (2024), it is a voluntary process which must be agreed by all parties involved, including the parents/carers and the admission authority of the new school. The law does not allow for a 'trial' managed move, although a managed move can follow a period of off-site direction, if it is in the best interests of the child or young person and there is the consent from all parties.

The threat of exclusion must never be used to influence parents to remove their child from the school: parents/carers should never be pressured into removing their child from school under threat of permanent exclusion or prosecution. Neither should a pupil's name be deleted from the school roll on disciplinary grounds, unless the formal exclusion procedures set this out in statute (and the 2024 exclusion guidance have been adhered to), or unless a managed move has been agreed by all relevant parties.

A managed move to another school is an option to enable the young person to have a fresh start in a new school. By consideration of a managed move, the Headteacher/Principal recognises there has been a serious breach of behaviour policy within the school and that all support mechanisms to improve behaviour have been exhausted but is looking for an outcome other than a permanent exclusion (which would appear otherwise inevitable should the child or young person continue in the setting).

The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. Managed moves must be part of a planned intervention, whereby the school are able to demonstrate that appropriate initial intervention has been carried out. The new school must provide the pupil with an effective re-integration strategy.

Once a child has been admitted permanently to a school on a managed move, which could occur following the use of off-site direction, they may only be deleted from the admissions register for a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended (for example, regulation 8 (1c)). The DfE's guidance '*Understanding your data: a guide for school governors and academy trustees*' (2022) makes clear that governing boards should carefully consider the level and characteristics of pupils who are leaving the school and deploy maximum

challenge to the school and academy trust management teams on any permanent exclusions, to ensure it is only used as a last resort. This also includes looking at suspensions, pupils taken off roll, those directed to be educated off site in AP and other moves and whether there are any patterns to the reasons or timing of such.

Schools are encouraged to arrange managed moves outside of the FA Panel process. It is accepted that most managed moves will be arranged between schools and will not require presenting to the Panel. However, the Panel will consider requests for managed moves between schools and will progress such a request on the condition that the suggested move will have a positive impact on the pupil's progress and inclusion in a mainstream setting where appropriate. This will be recorded on the decision record. The Headteacher/Principal of the referring school would need to refer the case for consideration by the Panel after consultation with the parent. The Headteacher/Principal would need to provide information that there had been a serious breach of behaviour policy within the school/academy and that all support mechanisms to improve behaviour had been exhausted. The Admissions Team is not responsible for obtaining information to facilitate a managed move.

9. FAP IN RELATION TO ALTERNATIVE PROVISION (AP), AND DAY 6 PROVISION FOR PERMANENTLY EXCLUDED PUPILS

If a child has more than five consecutive school days of exclusion, then education must be arranged for the sixth day of exclusion, regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion.

Currently, AP settings are the designated base for permanently excluded pupils. Headteachers are asked to complete the exclusion passport form (see Appendix 3) at the point of the exclusion, so the Local Authority commissioner is provided with suitable information on the young person to facilitate entry into the Day 6 provision. A mainstream setting should not be ruled out.

10. FAP CRITERIA FOR SELECTION FOR SELECTION OF RECEIVING SCHOOL

It is important that all schools are asked to admit an equitable number of pupils under the FAP. Where a school has particular challenges within a year group, the Panel will be required to take this into consideration before making an allocation. The current numbers on roll, including the numbers of SEN, CLA and highly vulnerable pupils currently attending the provision will be evidenced by a school to aid the Panel in reaching a decision. As well as taking account of professional advice from the referring school and appropriate professionals, the decision should also be mindful of, but not restricted to the following factors:

- Specific issues in relation to the individual case.
- The distance and ease of travel from home to school.
- The fairness of any placement and proportion of 'hard to place' pupils that have been allocated by previous Panels.
- The school that is the parents/carer's preferred school (including the religious affiliation of the pupil where appropriate).
- Genuine concerns about the admission, e.g. a previous serious breakdown between the school and the family.
- Parents/carers and children's views (although they will not override the decision of the Panel).

- Whether Alternative Provision (AP) appears to be the only suitable solution.
- Where appropriate, what support for transition could be provided.
- Any doubts about a pupil's suitability for mainstream education and whether an opportunity for further assessment should be considered.

11. PROCESS FOR REFERRALS BEING BROUGHT TO PANEL BY AP SETTINGS REQUESTING MAINSTREAM SCHOOLS

AP settings should present paperwork to the Admissions Team by the FA Panel deadline and notify the parent that the referral is being made. The AP will complete a Pupil Passport (see Appendix 1) to evidence what strategies have been applied and their associated outcomes. If a mainstream Headteacher is considering objecting to the allocation, evidence must be presented at the FA Panel to show that the concerns they have are greater than those which may be presented at any other school.

The AP setting will present the case at the FA Panel meeting. The FA Panel allocates pupil to a mainstream pathway or the pupil returns to AP setting and parents/carers informed within 5 working days of decision. There is an expectation of a maximum seven day turn around period from Panel decision to pupil attending the allocated mainstream setting. The roll status at AP setting remains 'M' (main registration) whilst the allocated school is the 'S' (subsidiary dual registration) during integration/trial placement.

12. AP ALLOCATED BY THE FA PANEL

In exceptional circumstances, a request can be made to the Commissioner for a place within an AP. All requests must be accompanied by a pupil passport which clearly documents the graduated response.

Where a place is commissioned, the pupil will remain on the roll of the main school and will be recorded as M (main setting). The AP will record the pupil as the subsidiary dual setting. This applies to pupils attending Rise, Aspire, Compass and The Boulevard Centre.

When the referring school cannot attend the Panel meeting to discuss the referral, the Panel will review the pupil passport. The Panel will confirm whether the allocation of a PRU can be decided outside of the Panel, following discussions between the Access & Inclusion Head of Service and the school. Any decision will be recorded on the decision record.

To offset the cost of an LA commissioned place within AP, the Commissioner will seek to recover the pupil funding/AWPU from the host school. A financial adjustment will be made at the end of the academic year based on information held on the LA's Synergy System. It is the responsibility of all schools to ensure that their attendance data is provided and up to date.

Places will not be allocated to the Sullivan Centre by the FAP but through a moderating Panel. Schools are required to make a direct referral to the Sullivan Centre for consideration.

13. TRANSPORT ARRANGEMENTS FOR CHILDREN PLACED WITHIN AP

Any decision of the FA Panel where transport will be required will be reviewed in accordance with the Hull City Council's Home to School Transport Policy. Schools requesting a place at either Rise, Aspire, The Boulevard Centre or the Sullivan Centre, will be required to fund any associated transport costs.

Full details are available in the Home to School Transport Policy.

14. CROSS BORDER ISSUES

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

15. FA PANEL

15.1. General Principles

Prior to considering a permanent exclusion, schools will contact the Head of Access and Inclusion to explore possible alternatives.

There is an expectation that every child brought to the Panel is placed. Where possible, all schools, including academies, are expected to respond to requests by the LA to admit a child under FAP within seven calendar days. Pupils will be placed on roll within ten working days where possible. Delays in meeting this deadline will be reported back at the next Panel meeting during the 'on-roll check'.

Access to education following FAP allocation should be secured within agreed timescales both at the point of entry and exit from provisions. This applies not only to mainstream school placements but alternative provision (AP) settings. Any delays in arranging admission should be reported to the local authority with information on what actions have been taken to arrange admission into the school. Where the usual checks have taken place, including a home visit, and a pupil cannot be found then a referral must be made to the CME officer.

As outlined in the Admissions Code, data relating to performance, behaviour or attendance should not be used to refuse a school place prior to being brought to the FAP. Any refusal of a place due to behaviour should be referred to the FA Panel with information from the school supporting the reasons for the refusal. The school must be able to demonstrate (and substantiate) that the behaviour would unlikely be responsive to the usual range of interventions to help address pupil behaviour or it is of such severity, frequency or duration that it is beyond the normal range that schools can tolerate. It must be clear on how they would expect the behaviour to significantly interfere with the pupils'/other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment (Section 3.10 of the School Admissions Code, 2021). The referral of an in-year application refused due to challenging behaviour will not ensure that a place at an alternative provision will be commissioned by the LA.

To promote attendance and attainment, where possible, every effort will be made to place siblings together. No school should be asked to take a disproportionate number

of pupils who have either been excluded from other schools, or who have been considered hard to place. A running tally of all FAP allocations will be circulated monthly by the LA Admissions team.

There is an expectation that consideration should be given to parental preference. However, these preferences will not override the FAP decisions and there is no duty placed upon the local authority or FAP to comply with such preferences when making an allocation.

Where a pupil is not currently on a school roll, the Panel can allocate a place before a lodged appeal is heard to ensure that pupils are placed back into education as quickly as possible.

Information for overseas pupils and out of county can be limited; admission authorities are responsible for obtaining further information they feel is relevant, over and above that provided by the LA who are responsible for the coordination of in-year transfers.

Pupils returning from Elective Home Education will return to their host school, unless extenuating circumstances exist which make this untenable (e.g. safeguarding concerns or moved house). The decision to allocate a place other than the original school will be made by consensus of the Panel.

15.2. Panel meetings: process

The Admission Team will process all applications according to the Hull City Council scheme for in-year transfers. If an application meets the criteria for FAP consideration, the application will be forwarded to the school requested.

If a child meets the criteria for Fair Access, and the school is willing to admit, there will be retrospective consideration by the FA Panel to ensure the child receives immediate education.

For all other cases the Admissions Team will contact parent/carers and explain the Fair Access process. The views of parent/carers will be sought and school preferences obtained (although the FA Panel is not required to adhere to parent/carers order of preference). Parent/carers are asked to provide a signature stating they agree to abide by the decision.

Information about the cases will be forwarded to FAP members prior to the Panel meeting, for their consideration.

FAP meetings will take place three-weekly to discuss and place pupils who meet the criteria. Dates of meetings will be published one year in advance and Panel members are expected to attend. The Fair Access Panel information and correspondence will be prepared by the Admissions Team and monitored by the Local Authority lead for vulnerable children. Information will be provided about each child's situation.

Schools will be limited to one representative each and should provide a representative at the meeting who is able to fully participate in discussions and make decisions. Non-attendance at FAP meetings will not mean that those schools are exempt from being allocated places. All schools, including academies, are expected to respond to requests by the LA to admit a child under Fair Access Protocols within seven calendar

days.

Decisions will be reached by consensus whenever possible; however, in a case where the FA Panel cannot reach a decision, the Chair will have the deciding vote and determine an allocation on behalf of the Panel. The Chair will be nominated by the Panel on an annual basis and is typically a Headteacher.

Each Panel must have a chair and representation from:

- the LA Commissioner (Head of Access and Inclusion);
- Hull Local Authority School Admissions;
- Head teacher/Principal from each admission authority. However, in cases where this is not possible, a representative with the authority to allocate places for their school;
- PRU Head teacher or representative;
- other professionals where appropriate, at the request of the Fair Access Panel.

15.3. Code of conduct

Members should act in accordance with the six principles of public life: selflessness, integrity; objectivity; openness; honesty; and leadership. Decisions will be made fairly, consistently and transparently in the best interests of the young person's educational needs, the considered allocated school and in accordance with Children Act (2004), Education and Inspections Act (2006), the Education and Skills Act (2008), and the School Admissions Code (2021).

Panel members will necessarily acquire information that has not been made public. Panel members should never disclose or use confidential information for the personal advantage of themselves or of anyone known to them, or to the disadvantage of the FA Panel. Members of the Panel shall declare any personal interest or involvement in any of the cases under consideration.

All schools recognise their collective responsibility and will work collaboratively to manage pupils with challenging behaviour, involving accessing multi-agency support wherever appropriate. All members will work together to secure commitment to the inclusion agenda and to reduce exclusion from schools.

15.4. Chair's Action between FA Meetings

Only in exceptional circumstances will the Chair be required to take decisions outside of FA Panel. An example of this would be if further information became known regarding a pupil, which would have a negative impact on the placing of a pupil within a particular setting. The LA reserves the right to change a FA Panel decision when it is in the best interest of the child concerned. The Chair of FA Panel will be informed of any changes by the LA.

16. COMPLIANCE WITH PLACEMENTS

The local authority provides an Education Welfare Service to carry out its statutory functions in enforcing school attendance, monitoring school attendance, and addressing issues relating to children missing education. The following subheadings are functions supported by this service to ensure children are robustly supported to

ensuring their legal right to education.

16.1. Schools arranging start dates and placing on roll

Admission should take place within 10 school days of a school being notified under the FAP. Within this time, the school should agree a start date with the parent/carer, which is the date in which the pupil should be placed on roll with the school. It is a statutory duty for schools to inform the local authority in a timely manner of all pupils starting and leaving the school and to keep pupils' details up to date and accurate, including attendance records, current address and contact details.

Any children allocated under the FAP but have not been enrolled by the school will be identified during the regular on-roll checks and prompt investigations by the Education Welfare Officers will be made to identify and address why the educational provision has not been secured.

Schools are expected to enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries (see next subsection) to establish the child's whereabouts and notify the local authority at the earliest opportunity. Following these reasonable enquiries, the school should inform the Education Welfare Service of all pupils placed under FAP who are expected but do not arrive by completing the CME form (see Appendix 4), to demonstrate evidence of contact, including telephone calls and home visits.

16.2. Reasonable enquiries

In line with duties under section 10 of the Children Act (2004), the school and the local authority are required to undertake reasonable enquiries. This may include checking with relatives, neighbours, landlords and other local stakeholders who are involved. They should also record that they have completed these procedures. When the whereabouts of a child is unclear or unknown, it is expected that the local authority and the school will work together to complete and record one or more of the following actions, as appropriate to the specific circumstances:

This guidance outlines that the responsibility of the allocated school is to make contact with the parent/carer, relatives and neighbours using known contact details. The CME form (Appendix 4) outlines the full expectations of these enquiries.

If the school encounters any issues with this process, they can contact the Education Welfare Service for support.

16.3. School Attendance Order

Local authorities have a duty under section 436A of the Education Act 1996 to establish the identities of children (of compulsory school age) in their area who are not registered pupils at a school and are not receiving suitable education otherwise. If a child of compulsory school age is not on a school roll and a parent/carer refuses to make an application, or register their child at an allocated school, the local authority has a duty to issue a School Attendance Order. This Order allows 15 days for a parent/carer to provide evidence their child has been registered with the school listed

in the order. If this does not happen, the parent/carer can be fined and prosecuted. In compliance with this, where a FA Panel allocates a school setting to a child and the placement is not taken up by the parent/carer, the local authority will commence this process via the Child Missing Education process (see Hull City Council's CME Protocol).

17. REVIEWING THE WORK OF THE PANEL

This protocol will be reviewed on an annual basis by the local authority, in conjunction with partners. This is required to assess its effectiveness in ensuring that unplaced children are allocated places at schools/academies or in alternative educational provision on an equitable basis.

18. POLICY HISTORY

Implementation:

Updated:

Revised: May 2024

The information in this document can be made available in other formats (large print, audio, digitally and Braille as appropriate) and different languages. Please telephone 01482 300 300. Textphone users please telephone 01482 300 349.

Appendix 1 – Information Passport

Request for Services to Support Pupils with Behavioural Difficulties (Secondary)

SECTION ONE		BIOGRAPHICAL DETAILS	
PUPIL NAME			MALE/FEMALE
DATE OF BIRTH		YEAR GROUP	
ADDRESS (INC POST CODE)			
PARENT/CARER	RELATIONSHIP TO CHILD	CONTACT TELEPHONE	
FREE SCHOOL MEALS	CLA	OPEN CHILD PROT. PLAN	
Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
SEN STATUS	None <input type="checkbox"/> Undergoing Statutory Assessment <input type="checkbox"/> EHCP <input type="checkbox"/>		
SEN PRIORITY REASON	ETHNICITY	FIRST LANGUAGE IF NOT ENGLISH	
GLD <input type="checkbox"/> MLD <input type="checkbox"/> SEBD <input type="checkbox"/>			
Current details and history of the child's care arrangements and / or family circumstances:			

SECTION TWO		INFORMATION ABOUT THE CHILD				
PLEASE INDICATE CONCERNS	Actual physical assault		Threatened physical assault		Verbally abusive	
	Persistent disruptive behaviour		Damage to property		Substance misuse	
	Offensive weapon		Sexual misconduct		other	
Please give a brief description of concerns						
Schools response to concerns	IEP/PEP implemented		Review of IEP/PEP		Referred to complex needs	
	Nurture group		Fixed term exclusion		other	
	Health and safety risk assessment		Emergency annual review			
Date of last meeting						
EXCLUSION AND ATTENDANCE HISTORY						
CURRENT ACADEMIC YEAR	No of exclusions	Number of days excluded	% attendance to referral date	Currently open to EWS		
	No of	Number of days	% attendance	Case referred to		

OFFICIAL

PREVIOUS ACADEMIC YEAR	exclusions	excluded	for academic year	EWS during academic year
NATIONAL CURRICULUM LEVELS				
	Maths	English	ICT	Science
level				
Date assessed				
BASIC LITERACY LEVELS				
	Reading		Spelling	
Age				
Date assessed*				

*assessment must be within 9 months of referral

Give a brief description of the pupils strengths and interests

SECTION THREE		Supplementary Background information			
Medical information; please indicate any known medical condition/need					
ADHD		ASD		ASTHMA	
DIABETES		EPILEPSY		EIP PEN	
SPEECH IMPEDIMENT		GLASSES		OTHER	
If other please specify					
Agencies Involved - Please indicate which Agencies have been involved with the child within last 3 years					
Agency	Contact name	Contact number	Open case		
Soc.Care/Safeguarding			Yes	No	
Youth Offending			Yes	No	
Ed Psychology Service			Yes	No	
T.A.F			Yes	No	
Family Support Centre			Yes	No	
C.A.M.H.S			Yes	No	
Other – please state			Yes	No	
If open case for any service please give date of next meeting					

SECTION FOUR		Type of support request and school consent	
Please indicate the type of support preferred – it is possible to request more than one provision			
Secondary Behaviour support services	Compass (KS 3,4)		
	Rise (KS 3,4)		
	Aspire (KS 3,4)		
	In-school support		
	Boulevard Centre		
Outreach support	One to one		
	Group work		
	Advice/consultancy		

Please give a brief description of the strategies already applied;

Educational Psychology Service	E.P access	
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OFFICIAL

Name of Snr Lead on Behaviour responsible for the referral:	Date:
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SECTION FIVE	Parental view and consent	
Please give any views of the parent / carer and child has regarding this referral		
Parental consent	The reason for the referral has been explained to me by the school and I agree to the referral being made	Yes <input type="checkbox"/> No <input type="checkbox"/>
	I am aware of the information contained in this form and acknowledge the Data Protection Clause detailed in Section 7.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Signature of parent/carers:		Date:

SECTION SIX	Submission of referral form	
The form must be submitted electronically through the School's email system to the relevant Service being requested.		
FAIR ACCESS PANEL	EDUCATION PSYCHOLOGY SERVICES	
FAPadmissions@hullcc.gov.uk		

SECTION SEVEN	Data Protection Act 2018	
<p><u>School Admissions Privacy Notice</u></p> <p>This notice explains what personal information the council holds in relation to school admissions, how we collect it, how we use it and how we may share that information. We are required to give you this information under data protection law.</p> <p>The School Admissions Team can be contacted in the following ways: lsadmissions@hullcc.gov.uk 01482 300 300 Room 128, Guildhall, Alfred Gelder Street, Hull, HU1 2AA</p> <p>We collect information in order to allow us to meet our statutory obligations in relation to allocating and managing places in schools in the area.</p> <p>During our work we may collect the following information:</p> <ul style="list-style-type: none"> • Basic information (such as Name, Address, Dob, Gender) about the young person • Information about the Special Educational Needs, including medical information where this is appropriate of the young person • Details about the religion of the young person • Information about the School life (such as attainment and attendance) of the child • Details of the parent/carers/family member of the young person • Details of involvement of the young person with social services • Any information from services that work or have worked with the young person <p>We will process this personal information in accordance with the following conditions in the GDPR:</p> <ul style="list-style-type: none"> • 6(1)(c) processing is necessary for compliance with a legal obligation to which the controller is subject; <ul style="list-style-type: none"> ○ School admissions code 2014 ○ School Standards and Framework Act 1998 ○ School admissions appeals code 2012 • 9(2)(f) processing is necessary for the establishment, exercise or defence of legal claims or whenever courts are acting in their judicial capacity; <p>We will receive information relating to the child we are assessing and their family from, the family themselves, schools,</p>		

Appendix 2 – Managed Move Protocol

This guidance is agreed by all Hull schools, PRUs and academies to ensure that children's education is maintained, parent/carers rights are protected and there is clarity between the schools within the partnership over the responsibility for each child.

Where a child's behaviour is of significant concern, it may be helpful to agree with parent/carers to arrange a managed move through the Fair Access Panel.

Principles:

- Managed move protocol will apply for years 1 to 5.
- Managed moves should take place with the agreement of the parent/carers and be agreed at the Fair Access Panel.
- The managed move period should be for a time-limited period of a maximum of 12 weeks with an initial period of 6 weeks. The move is made permanent with the agreement of both schools.
- The pupil must remain on the roll of the home school during the managed move period and the attendance register must be maintained at the home school, with the receiving school providing attendance information at least weekly.
- During the managed move the child's behaviour will be monitored under the policy of the receiving school. The receiving school has the right to exclude the child, after consultation with the home school. The receiving school will contact parent/carers accordingly, and the home school will generate the exclusion letter.
- Any alternative provision will continue to be paid for by the home school.
- If, after 12 weeks, the managed move is unsuccessful the case will be referred back to the Fair Access Panel.

Procedures

1. To initiate a managed move, a school must discuss this with the parent/carers. For a child in public care the child's social worker and carer should be consulted.
2. The Admissions Team contacts parent/carers and explains their rights.
3. The Fair Access Panel will agree a receiving school taking parental choice into consideration. Other agencies involved could be invited to the Panel meeting.
4. The home school should provide the Panel with information about the child's progress, attainment, behaviour, attendance and any special needs arrangements.
5. Arrangements for sending attendance data should be reported to the home school daily. The home school should record the attendance as 'educated off-site'. The child should be registered on SIMs as dual registration.
6. If the receiving school is considering ending the move, the school should hold an urgent review meeting. Termination of the managed move should be confirmed in writing to the parents by the Admissions Team. The Fair Access Panel should then re-assess the case.
7. After 12 weeks the school must either admit the child to their school roll or end the managed move and refer back to the Panel. An extension beyond 12 weeks should only be made in exceptional circumstances, with any extensions to be agreed in writing. On the agreed date for permanent admission to the receiving school, the child will be removed from the register of the home school and admitted to the register of the receiving school. Any remaining school records should be transferred to the receiving school.

Appendix 3 – Information Passport for excluded pupils

Information Passport for Excluded Pupils

To be completed for all Primary and Secondary pupils excluded within Hull Schools.
(Submit to Alyson Joyce, Schools Admissions with a copy of the letter sent to parents)

Please complete all sections

Excluding School	Category of exclusion	DSL	Main contact
	1		
	2		
	3		

Section 1:	Biographical Details						
Child's Name		Date of Birth		Gender		Year Group	
Address:						Post Code	
Free School Meals	No <input type="checkbox"/>	Looked After Child	Yes <input type="checkbox"/>	Open Child Protection Plan			
SEN Status	None <input type="checkbox"/> EHCP <input type="checkbox"/> Undergoing Statutory Assessment <input type="checkbox"/>						
SEN Priority Reason	GLD <input type="checkbox"/> MLD <input type="checkbox"/> SLD <input type="checkbox"/>		Ethnicity		First Language If not English		
Parent/Carer Name			Relationship		Contact Number		
Current details and history of the child's care arrangements and / or family circumstances if applicable							

Section 2:	Information about the Child						
Please Indicate reason for exclusion	Actual Physical Assault		Threatened Physical Assault		Verbally Abusive		
	Persistent Disruptive Behaviour		Damage to Property		Substance Misuse		
	Offensive Weapon		Sexual Misconduct		Other		
Is this a one off incident – YES/NO							
Please give a brief description of the events leading to exclusion							
School's Response to Concerns	IEP / PEP implemented	<input type="checkbox"/>	Review of IEP / PEP	<input type="checkbox"/>	Emergency Annual Review	<input type="checkbox"/>	
	Nurture Group	<input type="checkbox"/>	At risk placement form submitted	<input type="checkbox"/>	Referred to Complex Needs	<input type="checkbox"/>	
	Health & Safety Risk Assessment	<input type="checkbox"/>	Fixed Period Exclusion Issued	<input type="checkbox"/>	Twilight Sessions Offered	<input type="checkbox"/>	
	Date of Last Meeting						
Fixed term Exclusion/suspension History	Current Academic Year	Number Issued	Number of Days Excluded				
	Last Academic Year	Number of Issued	Number of Days Excluded				

Attendance %	Current Academic Year to referral date %	Last Academic Year - Overall %	Open EWS Case	Yes <input type="checkbox"/> No <input type="checkbox"/>	
National Curriculum Levels			Basic Literacy Skills		
Subject	Level	Dated Assessed	Skill	Age	Date Assessed
Maths			Reading		
English			Spelling		
ICT					
Science					
Please Give a Brief Description of the Pupil's Strengths and Interests					

Section 3:	Supplementary Background Information		
Medical Information - Please indicate any known medical conditions / needs			
ADHD <input type="checkbox"/> ASD <input type="checkbox"/> Asthma <input type="checkbox"/> Diabetes <input type="checkbox"/> Eczema <input type="checkbox"/> Epilepsy <input type="checkbox"/> Epi Pen <input type="checkbox"/> Speech Impediment <input type="checkbox"/> Wears Glasses <input type="checkbox"/> Other <input type="checkbox"/> please state			
Agencies Involved - Please indicate which Agencies have been involved with the child within last 3 years:			
Agency	Contact Name	Contact Number	Open Case
Social Care & Safeguarding			Yes <input type="checkbox"/> No <input type="checkbox"/>
Youth Offending			Yes <input type="checkbox"/> No <input type="checkbox"/>
Education Psychology Service			Yes <input type="checkbox"/> No <input type="checkbox"/>
MIND/MHST			Yes <input type="checkbox"/> No <input type="checkbox"/>
Early Help/Family Support Centre			Yes <input type="checkbox"/> No <input type="checkbox"/>
Other, please state			Yes <input type="checkbox"/> No <input type="checkbox"/>

Section 4:	Type of Support Request						
Please indicate the type of support preferred by pupil/parent (if stated) – it is possible to make a request for more than one provision. (Please note, provision cannot be guaranteed)							
Behaviour Support Service							
Compass (KS3)	<input type="checkbox"/>	Aspire (KS4)	<input type="checkbox"/>	Rise (KS4)	<input type="checkbox"/>	Whitehouse (KS2)	<input type="checkbox"/>
Other – Please state							

Section 5:	Parental View	
Parent / carer and child view		
Parental Consent	The reason for the exclusion has been explained to me and the referral process to an alternative setting	Yes <input type="checkbox"/> No <input type="checkbox"/>
	I am aware of the information contained in this form and acknowledge the Data Protection Clause detailed in Section 7.	Yes <input type="checkbox"/> No <input type="checkbox"/>

Section 6:	Submission of Referral Form	
The form must be submitted electronically with notification of the exclusion		

Section 7:	Data Protection Act 1998
<p>The information provided by you on this form is required for the purpose of providing appropriate support services for the identified child. This may be disclosed to other relevant Children and Young People Services and partner agencies for this purpose. Information will not be passed to any other third parties unless required to do so by law. All personal data used by Hull City Council and its services is registered with the Data Protection Registrar and will be securely retained for the duration that this is legally required. The subject of this data and those who exercise legal responsibility for them have the right to see this information if they so wish.</p>	

HULL CITY COUNCIL CHILDREN MISSING EDUCATION NOTIFICATION FORM

This form is to be used **PRIOR** to referring a pupil as a child missing from education and only when all reasonable enquiries have been made to establish the whereabouts of pupils who have moved out of the area or within the area with no forwarding address, or where a school has been approached for a place directly by a parent/carer, and for agencies other than schools who have knowledge of children not on a school roll. **Please provide as much information as possible.**

REQUIRED INFORMATION FOR PUPIL BEING REFERRED							
Surname				First Name(s)			
UPN		Year Group		DOB		Gender	
Sibling Details							
Current Address							
New Address/Area Moved to							
Parent/Carer name							
Email Address					Contact Number		
Current/Previous school - On roll Y/N					Date Last Attended		
OTHER DETAILS (please indicate)				PUPIL STATUS (please indicate)			
Does the child have a history of non-attendance?		Y/N		LAC/CP/CIN (please specify)		Y/N	
Is there a pattern of unauthorised term time leave?		Y/N		Formerly/currently known to Social Care		Y/N	
Is the child subject to private fostering?		Y/N		SEND		Y/N	
Do you have any supporting documentation to support relocation out of Hull? Please attach		Y/N		Traveller		Y/N	
				Asylum Seeker		Y/N	
Name and contact details of social worker/other agency							
Other vulnerabilities (domestic violence, temporary accommodation) - Please state							

ACTIONS TAKEN PRIOR TO REFERRAL				
Phone Call 1	Tel:	Date: / /	Outcome:	
Phone Call 2	Tel:	Date: / /	Outcome:	
Letter Sent	Date: / /	Outcome:		
OUTCOMES OF HOME VISITS				
DATE	AM	PM	ADDRESS VISITED: (if different from above)	WHO DID YOU SPEAK TO? (State relationship to the pupil as well as forename and/or surname)
SAFEGUARDING RISK APPRAISAL				
Risk Assessment (are there any known concerns/safeguarding risks)				
Date of any concerns referred to EHASH?				
Outcome of referral to EHASH?				
YOUR CONTACT DETAILS				
Name		Job Title		
Contact Number		Date Referred		
Email Address				
FOR OFFICE USE ONLY				
Involvements				
Confirm address and parent details Y/N		Confirm sibling details Y/N		
Known to admissions team Y/N		Date referred to other agencies		
School allocated		Date on roll		

Please return this form to: Education Welfare Service, The Guildhall, Alfred Gelder Street, KUH HU1 2AA Via EDT for Hull schools or Email – CME@hullcc.gov.uk

IMPORTANT: If you receive any notification of a school admitting this pupil(s) please contact the CME Officer ASAP on 613967