

Primary and Secondary Schools' Fair Access Protocol

**Incorporating
Strategies for promoting
inclusion**

Contents

Fair Access Protocol

1	Background.....	4
2	DfE Fair Access Requirements.....	4
3	Interpretation and Key Principles	5
4	Putting the Policy into Practice.....	9
5	Governance and Transparency	10
6	Refusal of School Places and Disagreements.....	10
7	Conclusion	12

Strategies for promoting Inclusion

1	Introduction.....	12
2	Early Intervention	12
3	Support Managed moves.....	12
4	Managed Move to LA PRUs/Alternative Learning.....	13
5	Supported / Managed Transfer to another Mainstream School	14
6	Permanent Exclusion Policy.....	15

Fair Access Protocol

Incorporating Strategies for promoting inclusion

About this Document

This document fulfils two particular requirements and is therefore split into the following:

Part 1: This part provides details of North Lincolnshire's fair access protocol. All Local Authorities are required to have a Fair Access Protocol and its provisions are described in the current admissions code of practice.

Part 2: This part provides strategies which could be implemented to help promote inclusion. This includes options to consider:

- a) Early Intervention
- b) Managed moves

In addition it also clarifies the process to be undertaken when considering permanent exclusion

Note: Where the word 'school' is used in this document , it equally applies to academies.

Part 1: Fair Access Protocol

1. Background

- 1.1 Fair Access is not a new concept. The origins of fair access date back to a Department circular published in November 1994 titled "Hard to Place Pupils". The Circular made requirements on Local (Education) Authorities and Local Admission Forums to agree a protocol for admitting Hard to Place Pupils to schools. It highlights the need for all schools to work together to ensure a more even distribution of such pupils.
- 1.2 Guidance relating to fair access protocol (FAP) is contained within the current admission code of practice, which came into force on 1st February 2012. This confirms the requirement upon Local Authorities to have a "Fair Access Protocol" and for all schools and academies to participate in it.

2. DfE Fair Access Requirements

- 2.1 Each local authority must have a Fair Access Protocol, agreed with the majority of schools in its area. In agreeing a protocol, the local authority must ensure that no school - including those with available places - is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour. The protocol must include how the local authority will use provision to ensure that the needs of pupils who are not ready for mainstream schooling are met. In these circumstances, admission authorities may, if necessary, admit above their published admission number (PAN).
- 2.2 The FAP **must** include how the local authority will use alternative provision to meet the needs of pupils who are not ready for mainstream schooling (**see part 2**)
- 2.3 The operation of Fair Access Protocols is outside the arrangements of co-ordinated admission arrangements and is triggered when a parent of an eligible child **has not secured a school place under in-year admission procedures**.
- 2.4 All admission authorities must participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly and that no school takes more than its share of children with challenging behaviour. There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the fair access protocol.

- 2.5 Where a governing body does not wish to admit a child with challenging behaviour outside the normal admissions round, even though places are available, it must refer the case to the local authority for action under the Fair Access Protocol. This will normally only be appropriate where a school has a particularly high proportion of children with challenging behaviour or previously excluded children. The use of this provision will depend on local circumstances and must be described in the local authority's Fair Access Protocol (see para 6.4). In relation to LAC and Statemented Children, The Code of practice confirms that:

"It will not apply to a looked after child, a previously looked after child or a child with a statement of special needs naming the school in question, as these children must be admitted."

- 2.6 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 special educational needs.
- 2.7 A Fair Access Protocol must not require a school automatically to take another child with challenging behaviour in the place of a child excluded from the school.

The protocol applies equally to all Community, Voluntary Aided, Foundation and Trust schools and Academies within North Lincolnshire. This is a requirement of the statutory Code of Practice.

3. Interpretation and Key Principles

- 3.1 The protocol will operate in accordance with the mainstream admission requirement which is summarised below

The default position with regard to North Lincolnshire admission authorities is that, where school places are available, the admission will proceed. The code of practice confirms that "The operation of Fair Access Protocols is outside the arrangements of co-ordination and is triggered when a parent of an eligible child has not secured a school place under in-year admission procedures"

- 3.2 There must be a balance between finding a place quickly, when the place might be in an undersubscribed school or one facing challenging circumstances and finding a school place that is appropriate for the child.
- 3.3 Whilst each protocol covers only the schools in its local authority area, North Lincolnshire LA will contact neighbouring authorities, where it deems appropriate, to help secure a place in that area under its protocol.

- 3.4 Children and Young People's Service recognises that some parents can find difficulty in obtaining a school place for their child(ren) and that this can lead to an unnecessary delay in the admission to a school. This can be for a number of reasons. One common example relates to undersubscribed schools (which may also be operating under challenging circumstances) being asked to admit a larger proportion of hard to place pupils than those schools operating at or above their indicated admission number. The protocol aims to provide a mechanism for fairer distribution of hard to place pupils and recognise that hard to place pupils should not be automatically denied access to their catchment area, nearest or most suitable school, just because they are oversubscribed. This would include all school regardless of status (eg Voluntary Aided Schools and Academies).
- 3.5 In terms of eligibility the code of practice confirms that the a number of categories need to be included in the protocol. In addition other categories can be included as agreed locally. The following provides a list of those pupils / families which are eligible to be considered under FAP.

Who is considered under the FAP:	
DfE Minimum Requirements:	<ul style="list-style-type: none"> a) children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education; b) children who have been out of education for two months or more; c) children of Gypsies, Roma, Travellers, refugees and asylum seekers; d) children who are homeless; e) children with unsupportive family backgrounds for whom a place has not been sought; f) children who are carers; and g) children with special educational needs, disabilities or medical conditions (but without a statement).
Locally Agreed Categories	<ul style="list-style-type: none"> h) Where access to another school within a reasonable distance is not appropriate due to oversubscription or distance to other schools. i) Permanently excluded pupils j) Pupils at risk of permanent exclusion k) Pupils who have been placed in urgent alternative accommodation (eg women's refuge)

NB: Section 3.12 of the CoP confirms that "This provision will not apply to a looked after child, a previously looked after child or a child with a statement of special educational

needs naming the school in question, as these children must be admitted". A local authority also has the power to direct the admission authority for any maintained school to admit a child who is looked after by the local authority, even when the school is full. The local authority **must not** choose a school from which the child is permanently excluded but may choose a school whose infant classes are already at the maximum size"

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

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

3.7 Schools cannot cite over-subscription if they are asked to admit a pupil under the scheme, and pupils identified under the Fair Access Protocol will be given priority for admission over any others on a waiting list or awaiting an appeal.

3.8 Schools must respond within 5 school days to requests for admission under the protocol so that the admission of the pupil is not unduly delayed. Exceptionally, with Looked After Children / previously Looked After Children, the aim is for their admission to take place within 24hrs. Hence a quicker response would be required in these circumstances.

3.9 In order to speed up the process for schools which are their own admission authorities Headteacher / Governing Bodies are asked to agree a procedure whereby a sub committee of the Governing Body is empowered to make immediate decisions about the placement of a pupil, rather than wait for formal Governing Body meetings so that there is not a further period of absence from school. With reference to Foundation and Voluntary Aided Schools, The Governors Guide to the Law confirms at para 7, page 110 that:

“In Foundation and Voluntary Aided Schools Governors may delegate the function of determining applications for places in the school to a committee that will administer the admissions process, as determined by the governing body, but not to an individual. It is considered good practice to appoint the Headteacher onto an admissions committee, but Headteachers cannot act in place of the governing body in determining the school’s admission policy, or in deciding on the admission of an individual child.”

- 3.10 Where a governing body does not wish to admit a child with challenging behaviour outside the normal admissions round, even though places are available, it must refer the case to the local authority for action under the Fair Access Protocol (see section 6)
- 3.11 Where there is collective professional evidence (eg the moderating panel) that “mainstream education” may not be suitable at the present time, the Local Authority will consult parents and other agencies and seek to provide appropriate alternative provision. The code confirms that admissions under the FAP may override parental preference.
- 3.12 It should be noted that a school must not refuse to admit children in or outside the normal admission round on the basis of their poor behaviour elsewhere. They also must not refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behaviour, on the grounds that the child is to first be assessed for special educational needs.
- 3.13 The full Code can be accessed via www.dfe.gov.uk

4.0 Putting the Policy into Practice

- 4.1 A pupil placed under this Protocol is not necessarily a “challenging” pupil. Any child considered under FAP is however potentially a vulnerable child as long as an appropriate educational placement has not been secured. The pupils who are considered eligible under the FAP are listed in section 3.5. These are not meant to be exhaustive, and with agreement can be extended.
- 4.2 The admissions application form will, where possible, ask parents to confirm whether their child meets any of the FAP criteria. Where the school is oversubscribed and the child meets one or more of the criteria, they will be considered under FAP. The admissions team will contact the preferred school in the normal way asking for admission under the FAP.
- 4.3 For complex cases and where it is considered appropriate, the Local Authority will support the school in ensuring the pupil’s smooth transition. For example the Local Authority Officer may arrange a multi-agency meeting and/or undertake a Common Assessment to help the school identify a package of support. It will not be appropriate to engage in a full Common Assessment for all pupils in the above categories. The Authority may, if appropriate, undertake an assessment of need and appropriate school placement when considering more challenging pupils.
- 4.4 Following an admission under the protocol, it will be essential that the preferred school receive all information from the previous school as soon as possible and no later than the national requirement for the exporting school to send pupil information to the receiving school within 15 school days.
- 4.5 With the exception of special cases (see 4.7), an **oversubscribed** school would not ordinarily be expected to admit any more than 2 pupils per year group in any one academic year. However each case needs to be judged on its own merits, taking into consideration the overall size of the school, its resource capacity and overall surplus places.
- 4.6 This protocol will not be used to simply accommodate any parental preference where the above FAP conditions do not apply.
- 4.7 **Special Cases:** Children in public care are considered to be most vulnerable in society. The code of practice confirms that a **looked after child, a previously looked after child or a child with a statement of special needs naming the school in question, are exempt from FAP as these children must be admitted.** However, in addition to this, the FAP agrees that any LAC / previously LAC should be admitted to school within 24hrs. As these children must be admitted, the indicative limits outlined in the above 4.5, do not apply.

5.0 Governance and Transparency

5.1 One of the key principles of the FAP is to ensure that all head teachers are kept informed about how the FAP is working. To this end the LA will provide a co-ordinating role to collect, collate, present and distribute data relating to FAP / Inclusion issues. It is intended that anonymised data will be made available at school level. The broad categories of data that will be collected and distributed include:

- Number of in year transfers (admissions and leavers)
- Number of pupils admitted under the FAP (and the FAP category for which the pupils were considered eligible)
- Number of pupils permanently excluded (by school / year)
- Number of permanently excluded pupils admitted (by school / year)
- Number of fixed term exclusions (number of pupils, number of exclusions and total number of days.)
- The number of pupils referred to moderating panel (by school)
- The number of pupils admitted to alternative provision
- Where applications have ultimately been unsuccessful: Who refused, why and outcome

It is envisaged that data will be published every term. The effectiveness / format of these data-sets will be reviewed and amended accordingly.

6.0 Refusal of School Places and Disagreements

- 6.1 This protocol does not affect the normal requirement for Admission Authorities to comply with parental preference where places are available. Children in the FAP categories that are admitted to a school through normal procedures where places are available will not be considered to have been placed through the protocol.
- 6.2 An admission of any pupil meeting the FAP criteria would not ordinarily be refused. However, in such circumstances, the headteacher will be consulted prior to any admission and have an opportunity to express any views or concerns. The Local Authority will take account of any genuine concerns about the admission.
- 6.3 The Local Authority will take into account the views of the Headteachers of both the original and receiving schools. If, on consideration of all the factors, the Authority believes that the school in question is still the most suitable for the child, the school/Academy will make arrangements for the child to be admitted.
- 6.4 Exceptionally, outside the normal year of entry, admission authorities for certain schools, or Academies, may decide to refuse to admit a challenging child where there are places available or the quota identified in paragraph 4.5 has not been exceeded, on the grounds that admission would prejudice the provision of efficient education or the efficient use of resources. Each case must be considered individually and refusal of a place will normally only be appropriate where a school has a particularly high concentration of pupils with challenging behaviour, or the child is particularly challenging, and one of the following exceptional circumstances exist, namely that the school:

- a. requires special measures or has recently come out of them (within the last two years); or
- b. has been identified by OFSTED as requiring significant improvement and therefore given "Notice to Improve"; or
- c. is subject to a formal warning notice; or
- d. Sustained low performance over a minimum of three years: Eg for a secondary school where less than 40% of whose pupils are achieving 5 or more GCSEs at grades A* – C including English and Mathematics or a primary school where fewer than 60% of pupils achieve Level 4 or above at Key Stage 2 in both English and Mathematics for four or more consecutive years.

6.5 In context of the protocol a school may only refuse admission of a child in the above circumstances if:

- (i) It is in one of the categories A-D , **and**
- (ii) The school can demonstrate that the preferred year group already has a high proportion of challenging pupils and that the admission of the pupil in question would be detrimental to the schools efforts to improve.

Schools in these categories may submit a case to refuse admission. The fact that a school is in one of these categories **does not** give that school blanket protection from admitting any pupils. Each case must be considered on its own merits.

6.5 The code of practice describes the process, responsibilities and decision maker's duties in respect of the 'power to direct admissions'. This covers the following key themes:

- The LA powers of direction (general)
- The LA powers of direction (LAC)
- The criteria to be used for selecting a school suitable for 'direction'; including consideration of governing bodies, parents and young person (ie at least 16 years' old) views
- The role of the of the governing body and schools adjudicator
- The Secretary of State's power of direction (academies)

This guidance within the code of practice will be followed if it is not possible to resolve admissions within locally agreed procedures. Hence the matter will be referred to the appropriate body.

7. Conclusion

7.1 This protocol balances the need to comply with the Law alongside the need to provide a system of fair access. The effectiveness of the Protocol will be monitored through:

- A formal report to the School's Adjudicator.
- Half termly statistics.
- An annual internal report / analysis.

Part 2

Strategies for promoting inclusion

1. Introduction

'The removal of education, even for a short period, unless for the health and safety of the individual or the school community, would seem to be individually and socially damaging...The outcomes for permanently excluded young people are, in general, poor and it is vital to find other ways of managing the continued education and development of these young people.'

(Prof. Carl Parsons, 'Strategic Alternatives to Exclusion')

- 1.1 North Lincolnshire schools and Local Authority are committed to providing learning environments that prepare young people to be successful citizens in their adult lives. For some young people, educational success can be threatened by the inappropriate behaviour of other pupils, and even by their own behaviour. This part of the Fair Access Protocol sets out the strategies that all schools (primary and secondary) and academies have agreed to engage with, in efforts to avoid the need for the permanent exclusion of pupils. Head teachers and principals have the ultimate legal authority to permanently exclude a pupil, and it is accepted that there are occasions where they will feel the permanent exclusion of a pupil is the most appropriate option open to them. However, they also acknowledge that permanent exclusions can be avoided through following the strategies and protocols set out in this document.

2. Early Intervention

- 2.1 Heads and principals have agreed to work to a North Lincolnshire Behaviour Framework. This Framework encourages early intervention and preventative work that seeks to identify potential disengagement in the early stages. It also suggests strategies and resources that can be employed to avoid greater pupil disengagement. In many cases, good practice at this stage can avoid further escalation. This includes application of behaviour strategies in the classroom, assessment of learning needs, family support work and use of independent learning organisations. There are, of course, a number of LA and other agencies that are available to support and advise schools at this stage.

3. Supported/Managed Moves

- 3.1 The principal of a managed move/transfer was introduced with the Government's 'Guidance on Hard to Place Pupils' (2004). The subsequent DCSF guidance 'Improving behaviour and attendance: Guidance on exclusion from schools and pupil referral units' (2008) suggests that:

'A managed move to another school can enable the pupil to have a fresh start in a new school. This should only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned. In order to fully address the pupil's difficulties it may be helpful for schools within an area to have a protocol in place and to have a full support package in place for the pupil.'

- 3.2 The DCSF document 'Guidance on School Behaviour and Attendance Partnerships' (March 2010) promotes 'clear protocols for managed moves and hard to place pupils'. This guidance goes on to clarify that 'managed moves are the process by which pupils can move between schools without the stigma of exclusion'. Experience teaches us that, where pupils experience failure in their learning journey, they are at risk of total disengagement. It is important therefore that, where pupils are at risk of educational failure, or have already experienced failure (for example through school exclusion), clear protocols allow for pupils, where appropriate, to move to an alternative educational setting.

4.0 Managed Move to LA PRUs/Alternative Learning

- 4.1 High quality alternative/specialist learning provision offers a valuable additional option to mainstream education. Where it is agreed that full time, mainstream education, is not working for an individual pupil, a managed move into specialist provision can be a valuable step in re-engaging pupils who are either excluded or at risk of exclusion.
- 4.2 For primary aged pupils, referrals can be made to a specialist primary locality provision (see paragraph 5). For secondary pupils, the LA operates two Pupil Referral Units (PRUs): Darley Centre (KS3) and YPEC (KS4). In addition, the LA has, on behalf of schools, commissioned alternative provision for personalised learning. These provisions can be used flexibly and pupils may be referred for part-time or full time placements. Access to places is via a secondary Moderation Panel, which has a membership of Head teachers and LA Officers. Each school will be entitled to a number of 'cost neutral' places allocated according to socio/economic factors. This will be reviewed on an annual basis.
- 4.3 A referral for a pupil to undertake a managed move into alternative provision should, wherever practicable, be preceded by a Common Assessment (CAF) being completed. The referring school/academy should also, with reference to the North Lincolnshire Behaviour Framework, have engaged suitable school based strategies and taken advantage of key support agencies prior to coming to the conclusion that a referral into an alternative education setting was necessary. A managed move into a PRU or alternative learning setting would normally be approved by the secondary Moderation Panel where spaces are available and one or more of the following conditions applies:
- The referring school has demonstrated it has used all viable strategies and support services to engage the pupil concerned and the pupil is still disengaged and at risk of permanent exclusion
 - The pupil has engaged in a single, serious breach of the school behaviour policy and would not be appropriate for a managed move to another mainstream school

- The pupil is extremely vulnerable, not engaging with mainstream schooling and there is strong evidence to show that a move to specialist provision will be of benefit to the pupil
 - A pupil entering KS4 who is currently in Short Stay KS3 provision, where the LA and host school agree that a return to mainstream schooling would not be appropriate at this stage
- 4.4 In all cases where a managed move to a specialist provision is agreed, the pupil will remain on the referring mainstream school roll.

5.0 Supported/Managed Transfer to another mainstream school or specialist unit

- 5.1 In the case of primary school pupils, the Primary Behaviour Support Team is the main support agency, in addition to the option of managed moves to another mainstream school (see below). Primary schools may make referrals to a specialist primary provision, funded to support pupils with challenging behaviour, within their locality. Again, schools should first ensure that they have made use of all possible resources and support agencies before making such a referral.
- 5.2 At times it may be appropriate for the Local Authority to ask schools to admit a pupil from another mainstream school, other than for reasons that the pupil has moved into a new school catchment area. Examples are where:
- The pupil concerned has received their first permanent exclusion but it is felt they would benefit from a fresh start in another mainstream school
 - Parents/carers and the school agree that the pupil concerned is at risk of a underachievement, educational disengagement and even permanent exclusion due to the pupil's attitude/behaviour in their current school
 - There is a genuine request from the pupil concerned, or their parents/carers, for a move to another mainstream school for a fresh start (*this could include concerns about bullying, for example, but would not include a situation where parents feel pressurised into requesting an alternative school place due to possible sanctions that might be enforced by the current school*)
 - Relationships have broken down between the pupil and/or parents/carers concerned and the current mainstream school
- 5.3 Heads and principals agree to co-operate with this protocol, in the spirit of securing appropriate education for all North Lincolnshire pupils. This co-operation is given under the general principles that:
- No pupil will be pressured to leave one school and apply for another against their wishes or those of their parents/carers (e.g. under threat of exclusion if they do not take this action)
 - No single school should be required to accept an inordinate number of pupils as compared with other schools (i.e. the distribution of managed moves will be fair and equitable)
 - Pupils should not be reintegrated into a mainstream school unless they are ready and a reintegration plan agreed

The LA will offer schools help to reintegrate pupils through a process of needs assessment leading to access to available support services and / or financial support. This may include Education Welfare or PRU staff offering support, or supporting an arrangement whereby the pupil spends part of the week receiving counselling/coaching or in specialist learning provision.

- 5.4 Pupils subject to a managed move to another mainstream school will be allocated places so that, as far as possible, each school admits an even share of pupils who have challenging behaviour or who are identified by the criteria as vulnerable pupils. Managed moves will be allocated according to the following criteria:
- Nearest school to home address
 - Number of pupils already admitted to that school under the Fair Access protocol, as compared with other schools in North Lincolnshire
 - The number of admissions made to a particular year group and the nature of those pupils admitted, to avoid unreasonable demands on schools as far as possible
 - Individual pupils already attending the school who share a common and difficult history with the pupil to be placed
 - Where parents have expressed a preference for the voluntary aided school, the LA will discuss with the head teacher and governing body whether the pupil meets the diocesan criteria for the admission of vulnerable pupils. The LA and the school will then jointly decide on the admissions procedure to be followed
 - The protocol must operate, as far as possible, with the context of parental preference
 - The protocol must operate, as far as possible, with the best practice context of minimising the length of journeys to school
 - Parents' right of appeal under admissions law is not altered by this protocol
 - The protocol will operate on a rolling school year basis, so that the position at the end of the summer term will be taken into account when determining new allocations for the following autumn term
 - Transport will be provided in accordance with North Lincolnshire's normal transport policy

6. Permanent Exclusion of Pupils

- 6.1 The whole of the North Lincolnshire Learning community is committed to an inclusive approach to education, which seeks to minimise, and avoid if possible, incidences of the permanent exclusion of any pupil. DCSF guidance in September 2008, 'Improving Behaviour and Attendance: guidance on exclusion from schools and Pupil Referral Units', suggests a number of alternatives may be available to head teachers in response to serious breaches of the behaviour policy. The LA is committed to supporting North Lincolnshire schools and academies in exploring all such possibilities. However, as noted, there are occasions where heads and principals feel that this is a regrettable but necessary course of action.

- 6.2 Heads and principals agree that they will notify the appropriate LA Officer of any such potential exclusions in advance. A meeting will be held with the LA Officer, within 5 working days of the incident, to explain the reasons for the potential permanent exclusion. If, following the meeting, the head/principal still feels it necessary to proceed with a permanent exclusion, then the following protocol will be observed:
- Head teachers will follow the guidance as set out in part 3 of *'Improving Behaviour and Attendance: guidance on exclusion from schools and Pupil Referral Units'*
 - The pupil will remain on the school roll pending any decision regarding an appeal within the required timescales
 - The LA and school will co-operate over agreeing on a suitable alternative education setting for the excluded pupil
 - A LA Officer will meet with the pupil and parents/carers within 5 days of the permanent exclusion to discuss and agree appropriate alternative education arrangements for the excluded pupil
 - The LA will seek to ensure a full-time alternative placement is available to the pupil by day six of the permanent exclusion, at the latest
 - The LA will offer schools help to reintegrate pupils through a process of needs assessment leading to access to available support services and / or financial support
- 6.3 As the LA has a statutory responsibility to find and fund suitable alternative education for the excluded pupil, the LA reserves the right to levy a charge¹ against the excluding school/academy, in addition to any pupil related funding allocated through the schools funding formula, being deducted on a pro-rata basis. Additionally, where a school/academy permanently excludes a pupil, the LA will allocate an additional Fair Access place against the school, relating to the year group from which the pupil was excluded.

7. Transport

- 7.1 In order for the FAP protocol to be implemented, it is necessary to consider transport. This section provides guidance on transport arrangements and eligibility.
- 7.2 Where, following a permanent exclusion, or managed move arranged by the local authority, a child is admitted to an alternative mainstream school, transport will ordinarily be provided subject to meeting the following criteria:
- the school is the nearest suitable school to the child's home address. A 'suitable' school is one at which the child can continue his/her education and reintegrate satisfactorily. The definition of suitable will be defined by the LA or representative panel.
 - the distance from home exceeds the statutory walking distance

¹ A charge of up to £10,000 may be levied (to be reviewed annually after the 2012-13 academic year).

- transport is at the start and end of each school day
- transport is limited to the time the student attends the school, and will not be continued to the next phase of the child's education, unless they are entitled to it under the normal home to school transport policy

Where possible, transport support will be in the form of a bus pass to travel on the school bus or public registered service. Taxis will not normally be provided. If a parent decides to send their child to a school that is not the nearest suitable school, that school will be treated as a preferred school and there will be no eligibility for transport support unless it is the nearest school to the child's home address and is over statutory walking distance.

Procedures following serious breach of school behaviour policy

Procedures following serious breach of school behaviour policy

