



Derby City Council

**SECONDARY FAIR ACCESS AGREEMENT  
2024 – 2025**



Derby City Council

# Secondary Fair Access Protocol 2024-2025

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## Section 1 – Guidance and law

1.1 In accordance with the requirements of the <sup>1</sup>Schools Admissions Code 2021, each local authority must have a fair access protocol to ensure that unplaced and vulnerable children, and those who are having difficulty in securing a school placement in year are allocated a school place as quickly as expeditiously possible. This includes admitting children to schools and academies that have reached or exceeded their published admission number (PAN).

1.2 All schools including free schools and academies must participate in their local authority's Fair Access Protocol

1.3 The protocol is triggered when a parent or carer of an eligible child has not secured a place under the normal admissions procedure. Eligibility for placement under the protocol does not remove the right of parents or carers to express a preference for a particular school through the normal admissions procedures. Children can only be placed through the protocol with parents or carers agreement.

1.4 This Fair Access Protocol only covers families residing in the administrative area of Derby City Council. There are no cross-border protocols between Derby and its neighbouring authorities.

1.5 The protocol recognises that there is a need for children to be admitted to school quickly in order to minimise their risk of underachievement. However, there needs to be a

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<sup>1</sup> [School admissions code 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



balance between the timeliness of the process and the need to properly plan for the admission of hard to place pupils.

1.6 Children with Education, Health and Care plans (EHCP) are not covered by this protocol, as the procedures for the admission of these children are governed by the Children and Families Act 2014 and the SEND Code of Practice<sup>2</sup>.

1.7 In the event that the majority of schools in the local authority can no longer support the principles of the protocol, all headteachers should initiate a review with the local authority. The existing protocol however remains binding on all schools up until the point at which revised protocol is adopted.

## **Section 2 – Key principles**

2.1 In the best interests of the child, all schools in Derby City agree to share a collective responsibility with the local authority to ensure a child is admitted to a suitable school or alternative provision as quickly as possible.

2.2 The local authority and all schools work collaboratively, and share information transparently, taking into account the needs of the child and those of the school. All schools leaders are committed to acting with integrity in the application of the protocol to ensure honesty, transparency, and fairness.

2.3 Accurate placement data is used by the Secondary Placement Panel (SPP) to try, wherever possible, to ensure every effort is made for schools not to admit an excessive or unreasonable number of permanently excluded children, those who are who display challenging behaviour, all those otherwise placed through the Fair Access Protocol. To support the decision making process<sup>3</sup>, the Secondary Placement Panel will take into account relevant contextual information when considering placement, such as:

- Data, including the number of Fair Access children in other local schools
- Context of numbers on roll
- Number of exclusions and transfers into and out of the school
- Location of child's home address
- Most appropriate school to meet a child's needs

2.4 Schools cannot cite oversubscription as a reason for not admitting a child under the protocol.

2.5 Children placed through Fair Access will be given priority for admission over others on a waiting list or awaiting an appeal.

2.6 Schools must respond immediately to requests to admit a child. Schools are unable to appeal against the decision prior to admitting a child under the protocol.

2.7 There is no duty to comply with parental preference when allocating a place via the protocol. However, it is expected that the wishes and feelings of the parents / carers, and

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<sup>2</sup> [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

<sup>3</sup> This is not an exhaustive list of all factors that may be taken into consideration



the child are taken into consideration when decisions are made. The protocol must not be used as a means to circumnavigate the normal in year admissions process.

2.8 The Secondary Fair Access panel (SFAP) provides governance for, and monitoring of, the processes, and the Secondary Placement panel (SPP) ensures that this is delivered efficiently.

2.9 All secondary headteachers will support and contribute to the protocol through attendance at either SPP or SFAP on a rota basis.

### **Section 3 – Fair Access Criteria**

3.1 The School Admissions Code 2021<sup>4</sup> states that the Fair Access Protocols may only be used to place the following groups of vulnerable or hard to place children, where they are having difficulty in securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admissions procedures.

- a) 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 Protocol;
- b) children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol;
- c) children from the criminal justice system;
- d) 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;
- e) children with special educational needs (but without an Education, Health and Care plan), disabilities or medical conditions;
- f) children who are carers;
- g) children who are homeless;
- h) children in formal kinship care arrangements;
- i) children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers;
- j) children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of this Code;
- k) children for whom a place has not been sought due to exceptional circumstances;
- l) 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;

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<sup>4</sup> [School admissions code 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



m) previously looked after children for whom the local authority has been unable to promptly secure a school place.

3.2 During the COVID-19 outbreak, some parents of children who are clinically extremely vulnerable (at very high risk of serious illness from coronavirus) decided to electively home educate their child. Where a parent decides they want their child to return to school and subsequently apply for a school place, applications should be processed in accordance with the local in-year admissions process. Most children should secure a school place this way. For those experiencing difficulties, local authorities should be aware that those children with medical conditions qualify to be allocated a school place via the FAP under category (e) above. Other children in this situation may also qualify to be placed via the FAP under category (l) above.

3.3 Admissions authorities who manage their own in-year admissions are responsible for providing the local authority of details of all applications that they have received and the corresponding decision for that application. Where a child has failed to secure a place in-year and meets one or more of the above criteria, the case will be referred to the In Year Fair Access team.

3.4 Children admitted through the Fair Access Process will be single registration in their allocated school (unless they are re-integrated from Alternative Provision following permanent exclusion).

#### **Section 4 – Refusal to comply with the protocol**

4.1 Secondary Placement Panel will record and report on a school's refusal to admit a child referred through the protocol, or where schools may not be operating within the requirements of any aspect of the protocol. For example, providing misleading information to the panel about the needs of a child or making inappropriate referrals.

4.2 Where it is considered that a school may have deliberately provided misleading information Secondary Placement Panel will implement the actions outlined in the **Ladder of Consequences** in order to resolve the situation as swiftly as possible.

##### Ladder of Consequences

1. Minute as a concern and peer challenge from a current Headteacher representative on SPP.
2. Record the action taken by the current Headteachers representative on SPP, and Chair of SPP/SFAP to make direct contact with the Headteacher of the school.
3. Head of Inclusion and Intervention is made aware and direct contact is made with the Headteacher of school.
4. Local Authority consider intention to issue direction.
5. Service Director – Learning, Inclusion and Skills to make direct contact made with the Trust/RD/DfE
6. Local Authority issue direction procedures.

4.3 Secondary Placement Panel have the right to instruct the local authority to exercise its power to direct the admission authority of any maintained school in its area to admit a child, even when it is full. Where Secondary Placement Panel consider that an academy will best meet the needs of a child and the academy disagrees, then the Chair of SPP can ask the local authority to ask the Secretary of State to intervene. The Secretary of State



has the power under the Academy's Funding Agreement to direct the academy to admit the child<sup>5</sup>.

#### 4.4 Refusal of an admission through the normal school admission process

##### Related DfE guidance/legislation

*3.9 Admission authorities **must not** refuse to admit a child on behavioural grounds in the normal admissions round or at any point in the normal year of entry, except for where paragraph 3.8 applies. (School Admissions Code 2021)*

Please Note: The normal admissions round relate to the intake rounds; reception, infant to junior, year 6 to secondary and year 8 to a technical college.

Paragraph 3.8 refers to where a child has been permanently excluded from two or more schools – please contact Admissions Manager and IYFA & Exclusions Manager should you find yourself in this position.

*3.10 Where an admission authority receives an in-year application for a year group that is not the normal point of entry and it does not wish to admit the child because it has good reason to believe that the child may display challenging behaviour (**footnote 76**), it may refuse admission (**footnote 77**) and refer the child to the Fair Access Protocol (**footnote 78**).*

*3.11 An admission authority should only rely on the provision in paragraph 3.10 if it has a particularly high proportion of either children with challenging behaviour or previously permanently excluded pupils on roll compared to other local schools and it considers that admitting another child with challenging behaviour would prejudice the provision of efficient education or the efficient use of resources.*

##### **Footnotes**

*76 For the purposes of this Code, behaviour can be described as challenging where it 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.*

*77 A child with challenging behaviour may also be disabled as defined in the Equality Act 2010. When considering refusing admission on these grounds, admission authorities must consider their duties under that Act.*

*78 Paragraph 1.9(g) does not apply where an admission authority takes account of past behaviour as evidence for concerns about challenging behaviour, solely for the purpose of making a decision on whether it would be appropriate to refuse admission on the basis described in paragraph 3.10.*

##### Process

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<sup>5</sup> [Secretary of State direction to admit a child to an academy - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



**This should be used as a last resort after all possible pathways have been explored, including a referral to IYFA.**

- The process is triggered by the family not engaging/consenting to the relevant IYFA process to place their child through any of the local processes that are in place.
- The school is in receipt of an admission for a child to attend their school, the school has significant concerns around the child's challenging behaviour and the effect the child will have within their cohort.
- The school **must** make Admissions and IYFA aware of their decision and the date of the Governors meeting.
- The school **must** organise a Governors meeting as soon as possible to discuss the admission (not all governors need to attend).
- The Head Teacher will put forward the case,
  1. explaining that a place has become available and has been offered.
  2. the possible admission of the child may result in the provision of efficient education or efficient use of resources.
  3. explain the significant concerns around the admission and provide evidence where appropriate, including dates/times (if available) of incidents that have happened that include this child and any children currently attending the school.
- Once the decision has been reached, either the Headteacher or Clerk to the meeting must complete a letter (template available from School Admissions) outlining the reasons for the refusal to admit.
- The letter must be sent to the Admissions Manager within 5 school days
- The Admissions Manager will write to the parent/carer outlining the reasons for the refusal, school will receive a copy of the letter and an electronic version will be placed on the pupil's record at the Council.
- Please bear in mind that refusal to admit does not refer to:
  - Looked after children.
  - Previously looked after children
  - Children with an EHCP naming the school.

## **Section 5 – Protection against admissions through Fair Access**

5.1 It is the responsibility of the Secondary Fair Access Panel (SFAP) to agree when a school is offered protection against the admission of a child or children who are placed through Fair Access. It is for the SFAP to consider such requests based on documentation and/or evidence provided by the school on a case by case basis and to formally advise the school of the outcome.

## **Section 6 – Secondary Fair Access Panel (SFAP)**

6.1 The role of the Secondary Fair Access Panel is to provide governance for the protocol and receive reports relating to the local Fair Access processes, including information relating to

- Permanent exclusions and suspensions, including re-integration to mainstream
- Local Authority commissioned placements at Bridge Street School
- Y6/7 transition and Y8/9 transition into UTC Derby



- Behaviour Strategy, including Fresh Start processes
- Elective Home Education (EHE)
- Pupils on part-time timetables
- Pupils 'Without a School Place' (WASP)
- Health Needs Provision
- Admissions Managed Moves, Supported Places and Complex Admissions
- Consider any requests from schools for protection over Fair Access admissions on a case-by-case basis.
- Ensure transparency and to provide a regular overview of all requests, moves and placements.
- Monitor and report on funding and spending related to the process.
- Consider any general or specific issues or areas of practice that may compromise the effective operation of the protocol and decide on relevant actions, with reference to the Ladder of Consequences.
- Consider wider issues related to behaviour and alternative provision which may require a strategic response

6.2 Secondary Fair Access Panels take place bi-annually in September and February, unless in exceptional circumstances. There may be occasions where a decision is required in the interim and members of the SFAP may be consulted by the Chair to gain agreement and determine a way forward.

6.3 The panel will consist of:

- Chair of Panel (agreed by the LA and Headteachers group)
- 8 secondary Headteacher representatives, including the Executive Headteacher – Respect Collaboration of Schools and the Headteacher from Derby Pride Academy
- Nominated representative from the Early Help team
- Representatives from the LA, including IYFA, Admissions, Education Welfare Service, Youth Justice Service and SEND.
- Clerk to SFAP

6.4 Information and reports for the Secondary Fair Access panel are circulated at least five working days, in advance of the meeting.

## **Section 7 – Secondary Placement Panel (SPP)**

7.1 Secondary Placement Panel ensures that the day-to-day operation of the protocol is delivered effectively. As part of its agenda, SPP will consider all aspects of each referral and determine whether a child is eligible for placement, based upon information and evidence received from the referring body. If the child is eligible, SPP will apply the agreed principles to ensure suitable educational provision is secured, thus avoiding undue delay in meeting the statutory requirements.

7.2 Secondary Placement Panel will identify a school, or alternative provision if appropriate, that should admit a child through the Fair Access Protocol.

7.3 To ensure transparency, the processes involved and the options available **must** clearly be explained to parents/carers by the current school's Behaviour Lead, In Year Fair Access or by School Admissions.





7.4 Acceptable travel access and distance is taken into consideration when placing a child through the protocol.

7.5 In the event that the nominated school place is rejected by parents/carers in favour of another school that is full and over their agreed Published Allocated Number (PAN), they will be advised of their right to appeal to an Independent Appeal Panel for their preferred school. Secondary Placement Panel will withdraw the school offer pending the result of the appeal, or until the deadline for lodging an appeal has passed. Should the appeal fail, then the child will be reoffered the same school by Secondary Placement Panel to avoid parents/carers accessing an oversubscribed school on demand and circumnavigating the systems.

7.6 Where a school has been allocated, arrangements must be made to ensure the child is placed on the school's roll within **10 school days** of the allocation (receipt of email from IYFA).

7.7 Should it be determined that a child does not meet the eligibility criteria, then any parental preference application pending will be processed as a normal admission.

7.8 Secondary Placement Panel meets at least every 3 weeks during term time and the panel consists of;

- Chair of Panel agreed by LA and Headteachers group
- 3 Secondary Headteacher representatives\* (attending for up to one term on a rolling programme providing both continuity for the panel but also opportunity for the majority of headteachers to be involved and share the workload of SPP and SFAP)
- A designated leader from Respect Collaboration of Schools with delegated responsibility for decision making\*
- Headteacher - Derby Pride Academy\*
- Representative from LA School Admissions team
- Youth Justice Service Education Officer
- Representative from Early Help
- Senior IYFA and Exclusions Advisory Officer
- Virtual Headteacher for LAC (or representative) – as required
- Other representatives from the SEND team and New Communities Achievement Team manager or representative – as required
- Clerk to Secondary Placement Panel

\*Alternative Senior Leadership Team (SLT) representative may occasionally be substituted by agreement

7.9 The Clerk to the panel will be the main point of communication for the Secondary Placement Panel and all referrals will be sent to the Clerk at [IYFA@derby.gov.uk](mailto:IYFA@derby.gov.uk)

7.10 The panel will also:

- monitor permanent exclusions, and re-integrations to mainstream schools from Bridge Street School
- monitor long (5 or more days) suspensions
- maintain an overview of direct referrals to Bridge Street School for full time J16 alternative provision places and Derby Pride Academy (this will be requested by IYFA, half termly, from each provision)
- review transition arrangements for vulnerable year 6 pupils in liaison with Primary Placement Panel in the summer term, and maintain an overview of these pupils in the autumn term of year 7.



## Section 8 – Admissions Managed Moves

8.1 An Admissions Managed Move is a locally agreed process.

8.2 An Admissions Managed Move takes place when an in-year admission request has been made by a parent/carer to a school where there are places, moving from another Derby City school. If concerns are raised by School Admissions or the receiving school regarding the child's behaviour, the application may be put on hold and referred to the Secondary Placement Panel for consideration.

8.3 If concerns have been raised, the Admissions Managed Move process will be explained fully to the parents/carers (by School Admissions or IYFA) before consideration is made by Secondary Placement Panel.

8.4 Derby City secondary schools agree that wherever possible, children with identified behaviour concerns who are indicating that they wish to move to another school should be provided with information and advice about the Admissions Managed Move process.

8.5 The purpose of an Admissions Managed Move is to offer protection to a school, and support to a child and their family.

8.6 Pre-admission, if the receiving school have concerns about an in-year admission request they have received, they are able to refer the application back, before admitting the pupil, to the School Admissions team for consideration for an Admissions Managed Move. For schools who are their own Admissions Authority, they should contact IYFA directly.

### 8.7 Exceptions

- Children with an Education, Health and Care plan (EHCP), **and** children going through the assessment process.
- Looked After Children (LAC)
- Where there is professional evidence that a child is at risk of / involved in criminal behaviour within the local neighborhood and the family have moved away to a different part of the city for a fresh start.
- If there are significant evidenced safeguarding concerns that would prevent the child from returning to their previous school.

8.8 An Admissions Managed Move should not be used as a threat to coerce and encourage parents to apply for a school place in another mainstream school to avoid a permanent exclusion, or encourage children with behaviour or attendance concerns to move to another mainstream school if there is no reasonable assumption that a change of school will have a positive effect on their development. If Secondary Placement Panel considers that a school may be acting against the principles of this protocol then the Ladder of Consequences will be implemented.

### 8.9 The process

- On receipt of in-year admission requests, the School Admissions team will assess the application and may request verbal suitability from current/previous school, if suitability is agreed the School Admissions team will request a completed SPP form from the current/previous school. For schools who are their own Admissions Authority, this process will be completed by IYFA.
- **An Admissions Managed Move can only take place with parental consent.** Parental consent will be obtained by a member of the School Admissions team or a



- member of the IYFA team. The parent/carer will be asked to sign a consent form.
- On receipt of a completed SPP form, the School Admissions team will refer the application to IYFA and the application will be presented at SPP. The IYFA team will also collect as much information as possible from other multi agency teams, to present at SPP.
  - **Both schools must agree that the child will benefit from moving through the Admissions Managed Move process.** Secondary Placement Panel will give the final decision based on all of the evidence presented and whether receiving the support from the process, is in the best interests of the child.
  - IYFA will arrange an induction meeting with the new school, child and parents/carers to plan the integration. A school leader from the original school must also attend this meeting to ensure expectations are clearly communicated and to determine the support the child will need to be successful.
  - Where attendance has been an issue at the previous school, the Education Welfare Service must be informed.
  - Regular reviews are organised by IYFA and held during the first 12 weeks of the placement. These meetings provide the opportunity to review the support required for the child to be successful. The school leader must complete a review form and send it to [IYFA@derby.gov.uk](mailto:IYFA@derby.gov.uk) after each meeting.
  - Where a school placement becomes at risk of breakdown, IYFA must be informed immediately and there must be consultation with the previous school. It is recommended that an emergency review takes place, and senior leaders from both schools meet with the child and parent/carer, along with IYFA. The purpose of the emergency review is to explain the school's expectations, set clear, achievable targets and agree a reviewing timeframe.
  - During the first 12 weeks of the placement or until the placement is confirmed by SPP the pupil will be dual-registered at both schools. SPP will determine the point at which a child may be removed from a school roll.
  - On some occasions schools may request an extension to the 12-week supported period. The request should be made through the review process and a member of the IYFA team will bring the request to the next SPP for panel members to decide.  
**Extensions should be for no more than 6 weeks after the 12 week supported period.**
  - If the placement breaks down within the first 12 weeks, the pupil will normally return to the referring school. However, SPP will review each case on an individual basis, signposting to appropriate support, and discussing the most appropriate next steps. In some cases, a further school may be considered.
  - In all cases of placement breakdown, a placement breakdown form must be completed by the receiving school, supported by IYFA, providing information about steps and strategies that had been put in place to try to maintain the placement.
  - Following a successful Admissions Managed Move, which has been agreed by SPP, the new school will complete a final review form. It is the new school's responsibility to recoup the AWPU and any PP funding from the original school at the end of the dual registration period.
  - For pupils in year 11, if the placement is due to conclude towards the end of the autumn term, the pupil may remain dual registered throughout the rest of year 11 if both schools agree that it is in the child's best interests. Details regarding exam entries need to be formally agreed through the review process, and agreement for the original school to transfer the pupil's AWPU to the new school.
  - If during the first twelve months following an Admissions Managed Move, and the placement has been finalised through the review process, a pupil is identified as being at risk of permanent exclusion then the school should ensure that IYFA is informed and that the pupil is discussed at the next SPP. SPP will review each case on an individual basis signposting to appropriate support and discussing the most appropriate next steps. The panel may feel it is appropriate to allocate funding to support the placement from the IYFA central fund.



- Normal transport rules will apply for children on an Admissions Managed Move, and where the pupil is entitled to free transport, a bus pass may be provided. [Home to School Travel Assistance Policy Academic Year 2023-2024 \(derby.gov.uk\)](https://www.derby.gov.uk/derby-schools-admissions-policy-2023-2024)

## Section 9 – Supported Places

9.1 A Supported Place is a locally agreed process.

9.2 A child may require a Supported Place if they are new to the city and they have a history of challenging behaviour **and** fractured education.

9.3 The purpose of a Supported Place is to support a child who is considered hard to place or may need additional support when transitioning into a new setting.

9.4 Where possible, children new to the local authority will be expected to be placed and supported in a mainstream school, however consideration will be given to whether alternative provision provides a longer-term solution for children where mainstream education is not yet possible. This may be due to a variety of circumstances, such as;

- Challenging behaviour and / or refused under section 3.10 of the Schools Admissions Code 2021
- Anxiety about attending school, evidenced by a health professional
- Requiring alternative provision to meet their specific needs

9.5 When a school has concerns over the normal in-year admission of a child with identified challenging behaviour, they should contact School Admissions. Schools who are their own Admissions Authority should contact IYFA directly.

9.6 Children returning to a mainstream school from Elective Home Education (EHE), may be considered by SPP on a case-by-case basis. If a child is returning to their previous school, they will not be considered for a Supported Place and will transition back to mainstream through the normal admission process.

9.7 The process

- Applications are passed by School Admissions to IYFA to be discussed at SPP.
- School Admissions and IYFA work together to ensure that as much information as possible is available to provide a clear picture of the child's needs. This may require contact with another local authority or out of area school, or to consider records from the point at which the pupil last attended a Derby City school.
- Bridge Street School, through direction from Secondary Placement Panel may carry out an initial assessment of some children who come into the authority and are identified as being at risk of permanent exclusion. Sometimes, it may be felt that a placement in alternative provision may be more suitable than mainstream education. Multi-professional assessments and risk assessments will be undertaken when considered necessary. Risk assessments will be undertaken in cases of pupils with a history of violent or sexually aggressive behaviour towards children or staff. Where a child's needs can be best met by an immediate return to a mainstream school then SPP will identify a placement based on the individual needs of the child and the current placement data. Bridge Street School will use the 'Readiness for Re-integration' document to identify strengths and areas of concern.
- Parents/carers must consent to this process and will be asked to sign a consent form before the child starts in their new school. Parents/carers may refuse the placement agreed by the panel and retain the right to apply directly to another school.
- If a school place is available for a child and the parent/carer has applied through School Admissions, then a supported placement may be offered. Secondary Placement Panel



makes the decision whether the child moves to the school on a Supported Place or a normal admission.

- The child is placed on the school roll and is single registration.
- The supported period lasts for 12 school weeks. IYFA will liaise with the school and the parents/carers (and any other professionals involved) to arrange an induction date and agree the review process and timescales. All reviews are attended by parents/carers, the pupil and IYFA. The school leader must complete a review form and send it to [IYFA@derby.gov.uk](mailto:IYFA@derby.gov.uk) after each meeting.
- On some occasions schools may request an extension to the 12-week supported period. The request should be made through the review process and a member of the IYFA team will bring the request to the next SPP for panel members to decide. **Extensions should be for no more than 6 weeks after the 12-week supported period.**
- Where a school placement becomes at risk of breakdown, IYFA must be informed immediately. An emergency review must take place, attended by the child and parent/carer, along with IYFA. The purpose of the emergency review is to explain the school's expectations, set clear, achievable targets and agree a reviewing timeframe. In extreme circumstances, a change of placement may be considered if requested by the parents/carers or the child.
- **The school cannot end a placement or remove a child from its roll without consent from all parties, including parents / carers.**
- Final decisions regarding a change of placement will only be made by SPP. Even though the placement may have broken down, only SPP will determine the point at which a child may be removed from a school roll. The school should complete an End of Placement form and send it to [IYFA@derby.gov.uk](mailto:IYFA@derby.gov.uk), before the child starts in their new setting.
- Funding to support the child is agreed at the beginning of the placement and during the review meetings. Funding is to provide specific interventions and support depending on what the child needs. This will be agreed by Secondary Placement Panel.
- If during the first twelve months following the end of the placement, a pupil is identified as being at risk of permanent exclusion, then the school should ensure that IYFA is aware, and that the pupil is discussed at the next Secondary Placement Panel. SPP will review each case on an individual basis, signposting to appropriate support and discussing the most appropriate next steps.
- Normal transport rules apply to children on a Supported Place, and where the pupil is entitled to free transport, a bus pass may be provided. [Home to School Travel Assistance Policy Academic Year 2023-2024 \(derby.gov.uk\)](#)

## 9.8 Retrospective Supported Places

On rare occasions a child may display unexpected, challenging behaviour following a move to a new school. In such cases, SPP may decide that the child should be considered for a Retrospective Supported Place. This can only be achieved with the consent from the parent/carer. In order for Secondary Placement Panel to consider a retrospective placement, the school making the request must provide written evidence, highlighting the support given and strategies and interventions implemented. Any such request will only be considered within the first six school weeks of the child being placed on the school roll. If agreed, the Supported Place will begin from the date agreed by the Secondary Placement Panel, and follow the process above.

## Section 10 – Reintegration from Alternative Provision

10.1 Children who have been permanently excluded and Fresh Start PLUS pupils, who are considered ready for reintegration from Bridge Street School or Derby Pride Academy, or who are considered by SPP to be suitable for a quick turnaround will be returned to a mainstream placement through SPP.



10.2 The alternative provider will complete the Readiness for re-integration document and a Secondary Placement Panel referral form. SPP will consider the appropriateness of the child returning to a mainstream setting and allocate a school.

10.3 <sup>6</sup>If a child has received a permanent exclusion 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.

10.4 Children returning from alternative provision will be supported by the referring setting and additional support is available through IYFA. The AP setting will also get an indication as to what schools, if any, a parent/carer would prefer their child to attend. This information will be reviewed by the current education provider and the LA before consideration through the Fair Access Protocol.

10.5 A child re-integrating from alternative provision follows the same process as a Supported Place, however their registration code is dual registration, with the alternative provider being the main school, and the new school being the subsidiary school.

10.6 A commissioning agreement must be in place for a child on dual registration between the alternative provision and the new mainstream school.

10.7 If Bridge Street School confirms that the child is ready for reintegration; then a school will not be able to refuse under 3.10 of the School Admissions Code, as the child no longer presents as having challenging behaviour.

10.8 If the placement isn't successful, through the emergency review process, the alternative provision and the new school may decide for the child to return to Bridge Street School or Derby Pride Academy, or SPP may allocate another school setting.

## Section 11 – Complex Normal Admissions

11.1 A Complex Normal Admission is a locally agreed process.

11.2 On occasions, there are applications made by parents/carers to School Admissions to move their child to another school. The child may ordinarily move on an Admissions Managed Move, if they have challenging behaviour. However, there may be additional complex circumstances around the child or the family that prevent the child from returning to their previous school. On these occasions, Secondary Placement Panel would make the decision for the child to move on a normal admission but recognising that the complexities around the school transfer and the difficulties the child may experience may mean that they need additional support. Therefore, offering the new school some additional funding to organise interventions and strategies to support the child.

11.3 Suggested examples of when a Complex Normal Admission **might** be agreed;

- House move across the city
- Where there is professional evidence that a child is at risk of / involved in criminal behaviour within the local neighborhood and the family have moved away to a different part of the city for a fresh start.
- If there are significant evidenced safeguarding concerns that would prevent the child

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<sup>6</sup> 3.8 [School admissions code 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



- from returning to their previous school.
- A child living in a neighbouring local authority, who has made an application to a Derby City school, where there are evidenced safeguarding concerns or identified vulnerabilities.

11.4 If a Complex Normal Admission is agreed at Secondary Placement Panel, up to £1500 is available for the receiving school to provide support for the child. The school must request the funding through submission of a funding form highlighting the specific costs that link to the intervention.

11.5 On occasions, a child may have already moved to a new school through School Admissions, on a normal admission. Within the first few weeks the child may start to display challenging behaviour that wasn't evident in their previous school. Children may be referred to In Year Fair Access to consider whether a Retrospective Complex Normal Admission is appropriate. In Year Fair Access must be notified within 6 school weeks of the child's admission start date.

11.6. Challenging behaviour is difficult to define. The school will need to provide reasons and evidence why the case should be considered as an exceptional case, including evidence of the presenting difficulties, current support offered and what support is required to meet the child's needs. This should also include all information given to the new school from the previous school. Discussions will need to take place between the new school, the previous school and any other professionals working with the child. The final decision remains with Secondary Placement Panel.

## **Section 12 – Fresh Start**

12.1 The Fresh Start process is a Derby city local process that sits outside of the School Admissions Code 2021. It is a process to support schools who work collaboratively together in the best interests of the child and their education.

12.2 The Fresh Start process is a mechanism for a supported transfer between local schools coordinated by the Fair Access team. This process seeks to support all parties involved to enable a 'fresh start' and strive for a successful move. Fresh Starts will be appropriate for;

- Children whose behaviour is challenging, where a change in school is felt will have a positive impact on the child, and where the behaviours would be responsive to the usual range of interventions available to schools in Derby City.
- Children with a history of internal/external support as an early intervention to avoid further suspensions, with the full support of parents/carers and child.
- Children who have significant attendance concerns (less than 70% over a 12 month period), and it is felt that attendance will improve with the opportunity to attend a new school; and services such as educational welfare have been involved to address their attendance concerns.
- Children for whom a change of school is necessary because of significant safeguarding concern, supported by relevant professionals

12.3 Children who will not be considered for this process are:



- With an EHCP or undergoing statutory assessment
- LAC/CP – unless agreement from Virtual Headteacher or Social Worker
- Children who do not live in Derby City

12.4 A Behaviour Strategy referral form must be completed by the school's Behaviour Lead with input from all colleagues who are best placed to know the student. This should include all aspects of the child, challenges, but also successes and positive aspects of the child. It is imperative that the headteacher is aware of the referral and has countersigned this document. **The document must also be countersigned by the child and parent/carer (the referral will not be accepted unless signed by the parent/carer)**

#### 12.5 Process

- Referral paperwork will be sent to the following email address [YFA@derby.gov.uk](mailto:YFA@derby.gov.uk) ten days before the half termly Behaviour Leads meeting.
- There is a maximum limit of **TWO** referrals per school, every term.
- The referral will undergo a review of suitability for a Fresh Start. The purpose of the Suitability Group is to ensure the paperwork is accurate and thorough, the child fits the criteria for the process and an assessment of the risk of the child being placed in another mainstream school takes place. This will be undertaken by the SEMH and Inclusion Advisor, a representative from Derby Pride Academy, members of the IYFA team and a secondary headteacher who represents the city schools. The Quality Assurance for this process is via the LA Head of Inclusion and Intervention. The Exclusions Manager will contact each referring school to notify them of the outcome of the review of suitability.
- All Behaviour Leads receive the referrals five school days in advance of the meeting. At the Behaviour Leads meeting, referrals will be considered and challenged where necessary.
- The Behaviour Leads 'own' this system, they challenge each other regarding the appropriateness of the referrals and offer support, guidance and advice as appropriate. At this stage, the referral will be agreed or rejected.
- If the referral is agreed, all parties will be informed during the Behaviour Leads meeting, and the school will benefit from peer advice, challenge and guidance (the expertise of Behaviour Leads will be utilised and is essential). At this point, it is NOT appropriate to direct a school to admit a referred child.
- If the move is agreed, and the Behaviour Leads offer a place to the child. Consideration needs to be given to the holistic needs of the child but also the current placement allocation data to ensure fair shares. In the event of a referral being agreed for a Fresh Start, and no school offers a place, the referring school will be invited to refer the child to the Behaviour Strategy Panel.
- Following the Behaviour Leads network the referring school discusses the options of schools with the child and the parents/carers.
- Once a school has been agreed for a child, a meeting will be held with the child, their parents/carers and representatives from both schools and organised by the referring school. This unified approach is essential to ensure there is clarity around the process, high and consistent expectations between both schools, and also allows review dates to be scheduled from the outset. Both schools have a responsibility to monitor the placement and regular review meetings need to be scheduled and attended by all parties who attended the initial induction meeting. All of this information is documented in a Commissioning Agreement produced by the referring school.
- The child will be dual registered until successful sign off of the placement is agreed between both schools. There is no time limit on this as the purpose of the Fresh Start is to improve the life chances of this child. However, after TWO terms, schools should consider the length of the placement and decide whether it is in the child's best interests to extend the dual registered placement for a further review period or move to single registration. In some cases, the child may remain dual registered for the





- duration of their school career.
- Arrangements for the transfer of funding (AWPU and PP) associated with the child will be managed on a school-to-school basis by the schools concerned.
- If the placement starts to break down, an emergency review should be called and clear, achievable targets should be set and a timeline for review agreed.
- If it is agreed that the Fresh Start has been unsuccessful then the child returns to their home school. The child's return to their home school needs to be agreed by all parties (Behaviour Leads, child and parents/carers) and needs to be immediate to avoid time lost in school. A copy of all documents will be given to the home school, including the placement breakdown form, which must also be sent to [IYFA@derby.gov.uk](mailto:IYFA@derby.gov.uk) and recorded at SPP.

## Section 13 – Behaviour Strategy Panel and Multi Agency Panel

13.1 Two panels have been introduced to support schools with children with challenging behaviours.

13.2 The purpose of the panels are to,

- Support schools with managing children who are at risk of exclusion
- Ensure children are given well supported and structured opportunities to be successful
- Offer advice, guidance, signposting or strategies to support 'stay put' work
- Give schools every opportunity to identify and meet children's needs at the right time and in the right place

13.3 The criteria for referring a child to the Behaviour Strategy Panel is, **the child is at risk of permanent exclusion or placement breakdown.**

13.4 The Behaviour Strategy panel members include,

- Respect Collaboration of Schools
- Derby Pride Academy
- In Year Fair Access
- Virtual School
- 2 x secondary headteachers
- 2 x primary headteachers
- SEMH & Inclusion Advisor
- Youth Alliance
- Inclusion Partnership

13.5 Process

- School makes a referral for a child who is at significant risk of exclusion, to the Behaviour Strategy Panel
- IYFA screen the referral, ensuring accuracy and appropriateness
- Behaviour Strategy Panel meets every half term
- Referrals are sent to IYFA 5 school days in advance of the panel (deadline is on the Fair Access calendar)
- Schools must complete the Behaviour Strategy referral form and clearly outline what they want to achieve from the referral
- The headteacher or senior leader presents the child to the panel
- Referrals are discussed and support, advice and guidance is immediately given to the referring school – minutes are taken by IYFA
- Panel may also suggest,
  - a Fresh Start referral to another mainstream school



- a Fresh Start PLUS referral to another mainstream school
- a Fresh Start PLUS referral to alternative provision. This is a time limited placement of 12 weeks, the pupil is dual registered with their home school, and a clear commissioning agreement is in place to ensure all parties are aware of the purpose of the placement
- a referral to the Multi Agency Panel for further consideration

13.6 The Multi Agency Panel meets every half term, one week after the Behaviour Strategy Panel

13.7 The Multi Agency Panel members include,

- In Year Fair Access
- SEND
- Early Help
- Social Care
- CRE
- Youth Justice Service

13.8 The purpose of the panel is to find a solution focused approach to managing children who are at serious risk of exclusion or who are out of education because of their complex, challenging behaviour. To find the root cause of the behaviour and employ a solution focused approach to try to address their holistic needs.

## Section 14 – Fresh Start PLUS

14.1 This process is to ensure that every child is given a final, well supported and structured opportunity to succeed in another setting. This may be another mainstream school or a time limited placement in alternative provision. This is a process that should be considered when a child is at risk of permanent exclusion.

- Children who will not be considered for this process:
- With an EHCP or undergoing statutory assessment
- LAC/CP – unless there is agreement from the Virtual School Headteacher and Social Worker
- A child who is not at serious risk of being permanently excluded (a child not at serious risk of permanent exclusion may go through the Fresh Start process)
- Children who do not live in Derby city

14.2 A Behaviour Strategy referral form needs to be completed by the school with input from all colleagues who are best placed to know the child. This should include all aspects of the child, challenges, but also successes and positive aspects of the child. **It is imperative that all parties are aware of the referral and that the Headteacher, child and parent/carer have all signed the document (referrals will not be accepted unless signed by all parties).**

14.3 Process

- The referral process for Fresh Start PLUS to another mainstream school will follow the same process as Fresh Start referrals (see Fresh Start process - page 15)
- The referral will be an action from the Behaviour Strategy Panel. The panel will have considered this process to be the most effective way in reducing the risk of a permanent exclusion for the child and ensuring the child has every chance of success in a different setting.



- If the referral isn't accepted by a school at the Behaviour Leads meeting then the referral is passed to the next Secondary Placement Panel. SPP will allocate a school, taking into account the other local process allocations.
- In Year Fair Access will monitor the placements in a similar way to Admissions Managed Moves (see page 9)
- If a placement breaks down, the child will be discussed at SPP and re-referred back to the Behaviour Strategy Panel. Before placement breakdown is considered, an emergency review should be called and involve both schools, the child, parents/carers and IYFA. A copy of all documents will be sent to [IYFA@derby.gov.uk](mailto:IYFA@derby.gov.uk) including the end of placement form.

## Section 15 – Permanent Exclusions

15.1 At the point of issuing a permanent exclusion, schools must also inform the local authority (through the online notification form), the parent/carer, the social worker (if one is involved) and the governing body, without delay. The Governors Disciplinary Meeting (GDM) must be arranged without delay, and must take place within the first 15 school days of the exclusion.

15.2 On the 6th day of permanent exclusion the local authority becomes responsible for the child's education. Through the Service Level Agreement between the local authority and Bridge Street school, arrangements are made to induct and admit the child into day 6 provision and they will be dual-registered with their home school, until they are legally able to be removed from the home school's roll<sup>7</sup>.

15.3 Bridge Street School must be given appropriate notice (notification on day 1 of the intention to permanently exclude) to identify capacity and ensure safety and wellbeing of all pupils and staff. Where the 6<sup>th</sup> Day provision is not achieved, Bridge Street School will notify the Local Authority through annual reporting.

15.4 In the rare event of a pupil with an Education, Health and Care plan (EHCP) being considered for a permanent exclusion, the school must call an emergency review and explore alternative strategies. The school should ensure that the school's SEND officer attends this meeting. A representative from IYFA should also be invited to attend.

15.5 At the point of permanent exclusion, an assessment at Bridge Street School will take place to identify a pathway. There are three possible pathways at this point:

- An immediate return to mainstream  
This will only apply where a child is clearly able to cope in a mainstream environment. Usually this will be following a one-off incident or limited history of suspensions and other sanctions. On this pathway, the child will not be allocated a place in Alternative Provision whilst a new school is sought, but the child and parents **must** cooperate with Day 6 provision and attend as required until the Governors Disciplinary Meeting has taken place.
- A short period of assessment whilst attending Alternative Provision and then review  
This will only apply where a child needs to focus on specific aspects of their behaviour before they are able to be successful in a mainstream setting, or where SPP is unsure about the position based on the information available. Usually this will be where a pupil has a history of suspensions or other sanctions, or where there has been a serious incident that requires a risk assessment before it is felt that a mainstream school should

<sup>7</sup> Paragraph 141 [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](#)



be asked to offer a place. SPP will place the pupil at Bridge Street School with a review after 6 weeks, or sooner if the position becomes clear. At this point updated information will be presented to SPP so they can reconsider the most appropriate pathway for this child.

- A longer period of assessment and placement in Alternative Provision with regular reviews

This will only apply where it is felt that professionals consider that the pupil is not appropriate for a return to mainstream education at this point. Usually this is where a longer placement at Bridge Street School is required. This may include assessments, interventions and referrals for further work to support the child.

15.6 The initial pathway decision will be based on information from the excluding school and where appropriate, from other professionals involved in working with and supporting the child and their family. SPP will maintain a robust process for the review and monitoring of all placement decisions. The initial pathway for the child must be explained to parents/carers so that they are fully aware at the outset that their child may not remain in alternative provision where professionals consider that they are able to return to a mainstream school. If a parent/carer refuses a school place, the child will be re-referred to the SPP. If the SPP still considers the school to be suitable, consideration will be given to imposing a School Attendance Order requiring the child to attend.

15.7 Schools who choose to permanently exclude a child will incur a financial charge of £15,000 per permanent exclusion.

## **Section 16 – Funding arrangements and financial implications relating to the Protocol**

16.1 The funding arrangements are reviewed annually to take into account the placement requirements, exclusion information and other pressures in the systems. The arrangements are set out in the Service Level Agreement between Bridge Street School and the local authority.

16.2 Currently, the local authority commission 90 places at Bridge Street School. The places are allocated for permanently excluded pupils, referrals through the Fresh Start PLUS processes, and for pupils who have been identified as a Supported Placement and that are unable to access mainstream placements.

16.3 In the event that there is a requirement to exceed this number, the local authority will provide additional financial support to ensure that all school and pupil risk assessments can be adhered to. However, this will be following a review of unused places in the previous term. The IYFA manager and the Executive Leaders of the Respect Collaboration of Schools will agree on any recoupment of funding or any funding for additional places. All arrangements are set out in the Service Level Agreement between Bridge Street School and the local authority.

### **16.4 Permanent exclusion charges**



Schools are charged a 'one off' £15,000 fee (this includes AWPU, any PP funding and the charge). The school is invoiced for £15,000 immediately at the point when a child's name is removed from their roll.<sup>8</sup>

*141. The governing board must ensure that a pupil's name is removed from the school admission register if:*

- *15 school days have passed since the parents were notified of the governing board's decision to not reinstate the pupil and no application has been made for an IRP*
- *the parents have stated in writing that they will not be applying for an IRP.*

*143. Where an application for an IRP has been made within 15 school days, the school must wait until the review has been determined, or abandoned, and until the governing board has completed any reconsideration that the panel has recommended or directed it to carry out, before removing a pupil's name from the register. Where a pupil's name is to be deleted from the school admissions register because of a permanent exclusion the school must make a return to the local authority.*

Local Authority's have the right to reclaim the funding that has been or is due to be allocated for the child and will be used to contribute to the cost of the child's ongoing education.

'MFEP' means 'Money Following Excluded Pupils' and relates to the charges or payments made under the School and Early Years Finance (England) Regulations 2015 in relation to pupils permanently excluded from school.

The £15,000 charge is used to facilitate the Behaviour Strategy processes, which support schools in preventing permanent exclusions and repeat suspensions.

### **16.5 Fresh Start PLUS charges**

The mainstream school is charged APWU and PP funding whilst the placement is dual registered with Bridge Street School or Derby Pride Academy. The annual charge of £6,000 is invoiced by the local authority, to the mainstream school. This money is added to the Behaviour Strategy budget to support the inclusive work in the city in preventing permanent exclusions and repeat suspensions.

### **16.6 Financial arrangements to support the Secondary Fair Access Protocol**

Schools funding regulations allow schools to pool funding for agreed purposes. All secondary schools in Derby city have committed to pooling to support the costs associated with this protocol. These will be reviewed on an annual basis.

The agreed amount for 2025/26 (financial year) is approximately £70,000. The contributions from each school are based on NOR in October 2024, and is capped at £6,000 for larger schools. This is outlined in a legal, financial agreement sent to schools at the start of the financial year.

This funding will be used to support staffing to facilitate the effective delivery of the protocol and to provide additional funding to schools and children associated with

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<sup>8</sup> [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



Admissions Managed Moves, Complex Normal Admissions, re-integrations from alternative provision and Supported Placements.

Secondary Fair Access Panel monitors and reports on funding and spending related to the process to ensure that there is transparency, and to ensure that accurate information is available to support recommendations for future adjustments to the funding arrangements through the annual review of the process.

### **16.7 Admissions Managed Moves**

Funding will be released throughout the placement, up to a maximum of £1,500 to support the child in their new setting. This funding is used to provide bespoke interventions and strategies to ensure the child is successful. This will be negotiated between the Behaviour Lead and In Year Fair Access.

The only additional funding relating to Admissions Managed Moves is the transfer of AWPU. It is the new school's responsibility to request the AWPU (pro rata) from the date the child becomes single registration to the end of the academic year.

### **16.8 Supported Places**

Funding will be released throughout the placement, up to a maximum of £4,000 to support the child in their new setting. This funding is used to provide bespoke interventions and strategies to ensure the child is successful. This will be negotiated between the Behaviour Lead and In Year Fair Access.

### **16.9 Complex Normal Admissions**

Up to £1500 is available to support children who have been agreed as a Complex Normal Admission. This is to fund a specific intervention or strategy to ensure their transition to a new school is successful.

## **Section 17 – Information sharing and data protection**

17.1 All personal data collected through IYFA processes may be shared between educational settings and providers, to support pupils transitioning to a new setting and to support the reduction in exclusions, this includes information on SPP referrals, Fresh Start / Fresh Start PLUS referrals and At Risk Registers.

17.2 All information gathered for the use of administering fair access will be stored securely on Derby City Council's computer network and systems. Information about children will be stored digitally on the network and within the council's Education Management System (Synergy).

17.3 Completed cases will be shared with relevant staff members at schools/academies, alternative providers and other agencies as appropriate. Any information may be shared with other council services/local authorities as required.

17.4 Case information and personal data must be transferred by secure electronic means, such as encrypted email or secure file transfer.

17.5 All parties receiving information from Fair Access will have to comply with the data handling requirements stipulated by the council. This includes ensuring that personal information sent to them is stored securely and is only shared to relevant senior leadership



or support staff. If any documents are printed, they will ensure the safe storage and destruction of the data. Privacy notices are available on request from [LYFA@derby.gov.uk](mailto:LYFA@derby.gov.uk)

## **Section 18 – Transition arrangements for children at risk of exclusion**

### Primary to secondary

18.1 Every year a small number of children struggle to transition to secondary school due to their behaviour in primary school. These children are identified on the Primary At Risk of Exclusion Register in year 6. Enhanced support is offered to the children through dedicated funding from primary schools.

18.2 Intensive work takes place from May half term through to October half term each year to ensure the smooth transition of the identified children from primary to secondary settings. Children are supported as they take part in secondary transfer days and in other additional visits and activities at their new schools to assist in familiarisation. Parents/carers are also supported in preparing their child for secondary transfer, in appointments with key staff at the new school.

18.3 Secondary schools are supported with detailed information sharing about the child's needs to provide as much clarity as possible – including liaison with other agencies who may be involved, in formulating appropriate support programmes and by having a clearly identified link person who could be used flexibly to support the transition process.

### 18.4 Identifying Pupils for Support

Information is collected from a range of sources to ensure that children who may be 'at risk' at secondary transfer, owing to their Social, Emotional and Mental Health needs (SEMH) needs are identified. This includes:

- All children who have been discussed at Primary Placement Panel whilst in year 5 or year 6
- All children identified by primary schools as being at significant risk at secondary transfer as identified on the spring At Risk Register
- Children who are raised by secondary schools who have concerns about the information they receive about an individual child through the transition portal.

18.5 The needs of each child are carefully considered, further information sought, and detailed discussions held to identify the likely level of success at secondary transfer. Children are then allocated support according to their needs.

18.6 Information on the Primary At Risk Register may be shared between schools to support the transition of children from one primary setting to another, and from primary to secondary settings. The information should be consistent with the details in the transition portal.

18.7 Children without a confirmed Education, Health and Care plan (EHCP) (EHC assessment in process) transitioning to a new setting from Bridge Street School may remain in the setting whilst their plan is being written. In these circumstances, In Year Fair Access, the SEND manager and Bridge Street School will agree appropriate provision for the child until a time when the plan is at consultation stage. The child's name will remain



on a secondary school's roll; however they will attend Bridge Street school on a dual registration placement. A commissioning agreement and a charging agreement will be in place between Bridge Street school and the mainstream secondary school to include the transfer of AWPU and PP funding until the child has a named school through their EHCP.

18.8 Bridge Street School will continue to assume all responsibility for supporting the transition of children from Bridge Street School to a mainstream setting for children who do not have an Education, Health and Care plan (EHCP).

#### Year 8 to year 9 – UTC Derby

18.9 Local arrangements are in place to support transition for those who may be at risk of exclusion, when moving from year 8 in mainstream schools in the city to a year 9 place at UTC Derby. The transition point is treated as a main round / phase transfer and must follow the School Admissions Code 2021. However, in Derby, schools can request support through a Complex Normal Admission in recognition of the challenging behaviour identified by some children.

18.10 Children who may be at risk at this transition point could be identified by:

- School Admissions team
- Mainstream schools who become aware that a parent/child is considering making an application for a place at UTC Derby
- UTC Derby during their application process
- Other professionals working with children and their families

18.11 In Year Fair Access will liaise with all Derby City secondary schools and UTC Derby to support a child's transition and ensure the sharing of information is accurate, thorough and enables the child to have a successful start in a new school.

#### **Secondary At Risk Register (ARR)**

19.1 This information will be provided to the local authority in the agreed format. Schools will RAG rate children who are most at risk of permanent exclusion (RED), at potential risk (AMBER) and have light interventions (GREEN).

19.2 This is not designed to make comparisons across schools, but to help strategic planning and to offer guidance and support through the FAP process.

19.3 The register will be provided on a termly basis in time for the first SFAP meeting of the year and will be sent to and held by the IYFA team, who will use this information to support the work of SPP and SFAP.

19.4 Should a school feel they need to add children to their register at an interim point in the year, they should do so by contacting the [ARR@derby.gov.uk](mailto:ARR@derby.gov.uk)

19.5 SPP would expect a pupil who is permanently excluded and does not appear on the school's At Risk Register to be able to make an immediate return to another school.

