

Redbridge
Fair Access Protocol

2025-2026

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Section One

Introduction

1.1 The Redbridge Fair Access Protocol

- a. This protocol aims to ensure an equitable distribution and prompt means of allocating school places for pupils who have been permanently excluded, are transferring school as a result of successful direction off-site, a **managed move or belong to the exceptional 'hard to place' and vulnerable group of pupils.**

1.2 Key points

1. The policy takes into account the School Admissions Code 2021 that came into force in September 2021 and requires all Local Authorities to develop an in-year Fair Access Protocol agreed with the majority of schools in its area to ensure that outside of the normal admissions round, unplaced and vulnerable children, and those who are having difficulty in securing a school place in-year, are offered a place at the most suitable provision as quickly as possible.
2. In agreeing the 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 permanently excluded from other schools, who display challenging behaviour, or who are placed via the Protocol. To this end, in the London Borough of Redbridge, a record of all such admissions generates weighting, allocated by the local authority. This is used to equally and fairly distribute these pupils amongst schools
3. All schools, including own admission authority schools, must participate in their local **area's protocol.**
4. The Fair Access Protocol applies to admissions which take place outside the normal admissions round and is triggered when a parent of an eligible child has not secured a place under in-year admission procedures.
5. Fair Access Protocols should seek to place a child in a school that is appropriate to any particular needs they may have. The Fair Access Protocol must not require a school automatically to admit a child via the Fair Access Protocol, in place of a child permanently excluded from the school.
6. In accordance with the School Admissions Code paragraph 3.19 there is no duty to comply with parental preference when allocating places through the Fair Access Protocol, but **parents' views should be taken into account.**
7. The Protocol must be consulted upon and developed in partnership with all schools in its area. Once the Protocol has been agreed by the majority of schools in Redbridge, all admission authorities must participate in it. Participation includes making available a representative who is authorised to participate in discussions, make decisions on placing children via the Protocol, and admitting pupils when asked to do so in accordance with

the Protocol, even when the school is full. Redbridge must provide admission authorities with reasonable notice and information as to how and when discussions around the placement of children via the Protocol will take place.

8. In accordance with the School Admissions Code paragraph 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, it may refuse admission and refer the child to the Fair Access Protocol.
 - a. 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. In such circumstances, they need to write to the Operational Director, Education and Inclusion or a senior Local Authority Officer outlining the reasons with their case within seven calendar days of receiving the request to admit through the School Admissions Module (SAM). The provision in paragraph 3.10 cannot be used to refuse admission to looked after children, previously looked after children; and children who have Education, Health and Care Plans (EHCP) naming the school in question.
 - b. 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 and Disabilities (SEND)
 - c. A community school cannot refuse to admit a pupil offered a place by its admission authority, the Local Authority. The weighting systems will avoid these schools taking more than their fair share of fair access placements.
 - d. The Fair Access Protocol applies to all pupils resident in the London Borough of Redbridge. Pupils resident in other boroughs will be covered by their home Local Authority protocols.
 - e. In the event that the majority of schools in Redbridge can no longer support the principles and approach of the local Fair Access Protocol, they should initiate a review with the local authority. The existing Fair Access Protocol will remain binding on all schools in the local area until the point at which a new one is adopted.

Section Two

The Redbridge Context and the Fair Access Protocol

Redbridge schools are successful and popular.

The majority of schools are full in many year groups and there is a constant pressure for school places across the borough.

There is considerable mobility in the population and the LA and schools were under increasing pressure to respond to the demands for increased places.

Redbridge addressed this pressure by increasing capacity through a number of initiatives including the opening of new temporary classes in existing primary and secondary schools, permanent expansions of existing schools, the addition of new schools, and the extension of the age range of two secondary schools to include primary aged pupils.

2.1 Admission criteria and arrangements made within Redbridge to admit over number

Usually, all children must be admitted in accordance with the agreed oversubscription criteria for the school for which they are being considered.

In the case of community schools, Redbridge is the admission authority and determines the oversubscription criteria.

For own admission authority schools, it is the governing body or trust that is responsible for determining the oversubscription criteria.

When an application is received, if a vacancy is available, the child can only be refused admission in a limited number of exceptional circumstances (School Admissions Code paragraphs 3.8 and 3.10):

3.8 Where a child has been permanently excluded from two or more schools there is no need for an admission authority to comply with parental preference for a period of two years from the last exclusion. The twice excluded rule does not apply to the following children:

- a) children who were below compulsory school age at the time of the permanent exclusion;*
- b) children who have been reinstated following a permanent exclusion (or would have been reinstated had it been practicable to do so);*
- c) children whose permanent exclusion has been considered by a review panel, and the review panel has decided to quash a decision not to reinstate them following the exclusion; and*
- d) children with Education, Health and Care Plans naming the school.*

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, it may refuse admission and refer the child to the Fair Access Protocol.

If a school is full to its agreed admission number in the relevant year group and there are places in other schools, admission will be refused and a child's name can be added to the waiting list and, as vacancies arise, places will be allocated from these lists in accordance with the oversubscription criteria.

Eligibility for the Fair Access Protocol does not limit a parent's right to make an in-year application to any school for their child. Admission authorities must process these applications in accordance with their usual in-year admission procedures (as set out in paragraphs 2.23-2.31). They must not refuse to admit such children on the basis that they may be eligible to be placed via the Fair Access Protocol. The parent will continue to have the right of appeal for any place they have been refused, even if the child has been offered a school place via the Fair Access Protocol.

These children will be considered under the Over-allocation policy which is part of the Fair Access Protocol.

2.2 Over-allocation policy

To ensure every child's educational needs are met, an over-allocation policy is agreed that allocates the child to the nearest, least oversubscribed as follows:

Primary Schools

For in-year admissions, where no school place is available at a suitable maintained school within a **reasonable travelling distance of a child's home, a place will be offered at the school which is least oversubscribed**, taking the usual class size as 30 pupils. If there is more than one such school, **a place will be offered at the nearest school to the child's home.**

The following notes apply:

- i. A school is full in the appropriate age group, if the number of pupils is equal to or greater than the admission number for that age group, as determined by the authority.
- ii. For these purposes a place is available to a child if the child is a registered pupil at a school and is entitled to remain on the school register; or if the child has been offered a place at a school and that offer has not been withdrawn; or if the child would be offered a place at that school if the parents sought such a place.
- iii. **'Reasonable travelling distance' means:**

Distance (Note: All distances by the safest walking route)	How journey can be reasonably achieved
Up to 2 miles if below the age of 8	By walking
Up to 3 miles if aged over 8 and under 11	By walking

Over 2 miles and up to 5 miles if below the age of 8	By 1 or 2 bus/tube/rail journeys
Over 3 miles and up to 5 miles if aged over 8 and under 11	By 1 or 2 bus/tube/rail journeys

- iv. Where possible, consideration will be given to placing siblings at the same school or a school near where their sibling has been placed or over-allocate them to the same school.

Secondary Schools

Where no school place is available at a suitable maintained school within a reasonable travelling distance of the **child's home**, a place will be offered at the school that is least oversubscribed. The oversubscription will take account of the percentage by which each original admission number is exceeded. If there is more than one such school, a place will be offered at the nearest school to the **child's home**.

The following notes apply:

- i. A school is full in the appropriate age group, if the number of pupils is equal to or greater than the admission number for that age group, as determined by the authority.
- ii. For these purposes a place is available to a child if the child is a registered pupil at a school and is entitled to remain on the school register; or if the child has been offered a place at a school and that offer has not been withdrawn; or if the child would be offered a place at that school if the parents sought such a place.
- iii. 'Reasonable travelling distance' means:

Distance (Note: All distances by the safest walking route)	How journey can be reasonably achieved
Up to 3 miles	By walking
Over 3 miles and up to 6 miles	By 1 or 2 bus/tube/rail journeys
Over 2 miles and up to 15 miles and is the nearest school preferred on the grounds of religion or belief	By 1 or 2 bus/tube/BR journeys

- iv. Where possible, consideration will be given to placing siblings at the same school or a school near where their sibling has been placed or over-allocate them to the same school.

Through this over-allocation policy the majority of in-year applicants are allocated a secondary school place. Requests to admit will be made through allocation on SAM. If a child is not admitted by an own admission authority school, admission will be directed.

Year 11 Pupils

Context

When a student arrives in The London Borough of Redbridge and requests a place in Year 11, the initial decision will be whether they should be admitted to the Year 11 English for Speakers of Other Languages (ESOL) Provision, Alternative Provision or into a mainstream secondary school.

Where a student is not admitted to the Year 11 ESOL provision and it is in their best interests to access mainstream secondary, the nature of admitting a Year 11 student will require a revised approach to determining where to offer which best matches their previous experiences to maximise opportunities for successful accreditation.

Criteria

In the main we will look to admit a Year 11 pupil into mainstream education where:

- They have been educated in the UK previously and/or
- They have had access to a UK aligned curriculum and/or
- Their move is linked to parent/carer reassignment as service personnel and/or
- Their move is linked to parent/carer reassignment as diplomatic service personnel

In other circumstances, LBR will consider a possible admission to Year 11 ESOL provision or Alternative Provision on a case-by-case basis which may include:

- A child returning to statutory education from Elective Home Education
- There is a request to change of education placement but not from a child changing residential address
- The child is released from a period of detention/custody
- **They are being placed in Redbridge as a 'Looked After Child'**

Process

If a Year 11 admission application is received and it is determined they DO NOT meet the criteria for the Year 11 ESOL Provision, the application will be considered by a pre-admission panel within the Local Authority.

The pre-admission panel will be made up of the Director of Education, the Head of Behaviour and Inclusion and the Head of Education Welfare

The pre-admission panel will consider the available information and confirm whether a mainstream place should be explored.

If the pre-admission panel determine that a mainstream place is not suitable, then the Head of Behaviour and Inclusion will progress accessing suitable education for the student in conjunction with Connexions.

If the pre-admission panel determine that a mainstream place should be explored, then the Head of Education Welfare will gather further information on issues such as:

- Subjects and exam board programmes studied at previous school
- Content coverage within programmes of study in each subject at previous school (e.g. texts studied in English, single/double science etc)
- Expected grades in each subject
- Mainstream schools which access same exam board programmes as student has studied previously (this would involve initial contact between the Head of Education Welfare and individual schools)
- **Options for changing/reducing number of GCSE's studied if time is needed for catch up provision in some subjects**
- The Head of Education Welfare will report back to the pre-admission panel with a view to determining
 - (a) **If the students' needs are best met at mainstream school**
 - (b) **What the best 'fit' is between the student and the curriculum content/subject offers across the mainstream sector**
 - (c) **If the best 'fit' has spaces in Year 11**
 - (d) **If the best 'fit' or best alternatives do not have spaces in Year 11**

If the pre-admission panel determines that mainstream would not be in the student's best interests, then the Head of Behaviour and Inclusion will progress accessing suitable education for the student in conjunction with Connexions.

In the case of the pre-admission panel concluding that the student could be admitted to a mainstream school which has a Year 11 place (ie (c) from above) then this would be brokered by the Head of Education Welfare in liaison with the school concerned

In the case of the pre-admission panel concluding that the student could be admitted to a mainstream school which has a Year 11 place (ie (d) from above) then this would be brokered through Fair Access into Redbridge Inclusion Panel by the Head of Education Welfare.

2.3 Pupils with Special Educational Needs and Placement

Pupils with SEND but without statements/EHCPs must be treated in at least the same way as all other applicants, but protocols must include arrangements for ensuring that, where there is prior need for particular support or for reasonable adjustments to be made for pupils with special educational needs or disabilities, such pupils are placed quickly. Pupils with statements of special educational needs/EHCPs that name a school and who arrive outside the normal admission round must be admitted to the school, even if the school is full.

2.4 Children Looked After and Previously Looked After and Placement

2.5 Where a local authority requests an admission authority to admit a child in care, or previously in care, the governing body should admit the child to the school at any specified time during the year, if there are places available. If necessary, the local authority will direct admission and the governing body must admit unless the Schools Adjudicator or, in the case of Academies the Secretary of State, upholds an appeal from the admission authority within the statutory deadline.

2.6 Hard to Place/Vulnerable groups and Placement through the Redbridge Inclusion Panel

Some children have additional personal circumstances that would cause them to be classified as **“vulnerable” or hard to place**. **Information on these circumstances is rarely provided to the School Admissions Service** and they are normally placed in schools under the standard admission arrangements.

These applicants will continue to be considered through the over-allocation policy but information on the numbers thus allocated to participating schools will be considered as a factor in the weighting system, which is maintained by the Redbridge Inclusion Panel. The point of the weighting system is to share more vulnerable pupils amongst all schools.

In some instances, those schools allocated higher numbers of over-allocation policy children are those already experiencing higher mobility and the ensuing pressures will be recognised by the Redbridge Inclusion Panel in the placement of young people out of EOTAS via weighting allocation. The mechanism for the placing of pupils who are not ready for mainstream schooling is the Redbridge Inclusion Panel, which places pupils in alternative provision when appropriate.

Fair Access Protocols may only be used to place the following groups of vulnerable and/or hard to place children, where they are having difficulty in securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admission procedures:

1. 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;
2. Children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol;
3. Children from the criminal justice system;
4. 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;
5. Children with special educational needs (but without an Education, Health and Care plan), disabilities or medical conditions;
6. Children who are carers;
7. Children who are homeless;
8. Children in formal kinship care arrangements;
9. Children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers;
10. 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;
11. Children for whom a place has not been sought due to exceptional circumstances
12. 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; and
13. Previously looked after children for whom the local authority has been unable to promptly secure a school place.

Section Three

Principles - how the Fair Access Protocol operates in relation to hard to place or vulnerable groups

All schools must participate in the Fair Access Protocol in order to play their role in the equal distribution of vulnerable children. Any new admission authorities will be expected to play a full part in the partnership.

The Protocol will be managed in an open and fair way. To this end, data about exclusions, managed moves between schools and the over-allocation policy will be shared with all schools on a monthly basis at the Redbridge Inclusion Panel and included in a weighting chart.

In accordance with paragraph 3.16 of the School Admissions Code: No school - including those with places available – should be asked to take a disproportionate number of children who have been permanently excluded from other schools, who display challenging behaviour, or who are placed via the Protocol. Fair Access Protocols must also set out how the needs of children who have been permanently excluded, and children for whom mainstream education is not yet possible, will be met.

Where it has been agreed that a child will be considered under the Fair Access Protocol, a school place must be allocated for that child within 20 school days. Once they have been allocated a school place via the Fair Access Protocol, arrangements should be made for the child to start at the school as soon as possible.

The Head teacher, and governors of schools which are their own admission authorities, are asked to agree a procedure where the Head teacher, in consultation with the Chair of Governors, is empowered to make immediate decisions about a placement under the Fair Access Protocol.

In situations where a Fair Access Protocol placement cannot be agreed with a governing body, Redbridge will follow the guidance on powers of direction in the School Admissions Code paragraphs paragraphs 3.26 to 3.28.

Section Four

What does the School Admission Service do in relation to the Fair Access Protocol?

1. Allocates in-year admissions using the over-allocation policy.
2. If the governing body of a school does not wish to admit a pupil due to behaviour issues, they need to provide a written case setting out their reasons and the number of challenging pupils in the year group for this to be assessed and potentially agreed by the Senior Management of **Children's Services**. **The School Admissions Service will alert the Behaviour and Inclusion Team if a school's case has been agreed not to admit a vulnerable, hard to place pupil.**
3. Provides data about over-allocation and pupil places in schools one week before each Redbridge Inclusion Panel meeting to the Behaviour and Inclusion team and to schools at the Redbridge Inclusion Panel meeting. This data is used so that accurate weighting can be allocated to each school on a monthly basis.

Section Five

What does the Behaviour and Inclusion Team do in relation to the Fair Access Protocol?

1. Ensures via the Redbridge Inclusion Panel that mainstream places are secured for all pupils on the hard to place/vulnerable list if there has been difficulty in placing these pupils in school via in-year admission procedures. This will involve working with the school to avoid the school being directed by the Local Authority or the Secretary of State (in the case of an academy).
2. Administers and runs the Redbridge Inclusion Panel (see Terms of reference in Appendix A) and carries out all related work.
3. Maintains and regularly updates the weighted list and ensures that hard to place and vulnerable pupils are equally and fairly shared by schools. It also distributes the updated list to schools on a monthly basis at Panel meeting.

Section Six

Monitoring

The Authority must provide an assessment of the operation of the Fair Access Protocol; its effectiveness; how well it worked and the numbers of children admitted to each school, in its annual report to the Schools Adjudicator.

The use of the Fair Access Protocol will be monitored termly and data will be provided to all Head teachers.

Appendix 1

Redbridge Inclusion Panel Terms of Reference

The role of the Redbridge Inclusion Panel

All referrals of pupils into EOTAS provision and those pupils on the hard to place/vulnerable list are made via the multi-agency Redbridge Inclusion Panel, which is run by the local authority. The meeting is chaired and vice chaired by two school representatives who are elected on an annual basis. The Head of Behaviour and Inclusion for the LA provides advice and administrative support to the Chair.

The panel will:

- Ensure a single point of entry for pupils into an EOTAS placement. Consequently, no pupil will be placed into any part of the EOTAS provision without first being referred to the Redbridge Inclusion Panel.
- Consider and identify the placement of pupils in EOTAS provision and give consideration to the following: the appropriateness of the referral, the anticipated timescale for the provision, the funding arrangement and multi-agency support required.
- Agree managed moves between schools
- Ensure that mainstream school places are secured in schools for hard to place pupils in EOTAS, who are resident in the London Borough of Redbridge and to administer the requirements of the Fair Access Protocol in relation to these pupils.
- Monitor the placement and reintegration of all pupils into mainstream schools through the use of managed moves between schools and supported managed moves between schools.
- Have an overview of case histories of pupils in EOTAS, the nature of and reasons for the allocated provision, the timeline of the programmes and their effectiveness in terms of the academic achievement and personal development of these pupils.
- Monitor funding arrangements
- Share data

Time scale

In accordance with paragraph 3.21 of the School Admissions Code: Where it has been agreed that a child will be considered under the Fair Access Protocol, a school place must be allocated for that child within 20 school days. Once they have been allocated a school place via the Fair Access Protocol, arrangements should be made for the child to start at the school as soon as possible.

Funding

Funding will be in accordance with the “Protocol for the Recovery of the Funding from Schools that Permanently Exclude and Charging Schools for Other Pupil Referral Placements” agreed by the Redbridge Schools’ Forum 07 February 2012 which is available on the Redbridge website at www.redbridge.gov.uk following the links under Schools Forum

Membership of the Panel

The panel consists of:

Chair: School Headteacher or representative

Deputy chair: School Headteacher or representative

Administrator: Head of Behaviour and Inclusion

Executive Head Teacher of New Rush Hall School

Head of Redbridge Alternative Provision

Head of the Constance Bridgeman Centre

Head teachers or senior staff with delegated powers from all secondary schools in the London Borough of Redbridge

Admissions Service Manager/Assistant Team Manager

Senior Team Manager – Special Educational Needs

Head of Virtual School for Looked After Children

Education Psychologist – EOTAS

Education Welfare Service Operational Manager

Vulnerable Children’s Officer

Service Manager Families Together

Youth Offending Service, Advanced YOS Worker

Specialist Practitioner (School Health)

Police representative LBR, EA BCU Schools Team

The panel will meet 11 times per calendar year during term time for all referrals and other business. In addition, the panel may meet for up to a further 11 times per calendar year if hard to place/vulnerable referrals are received. Dates for the main and supporting meetings will be set one year in advance.

The agenda and supporting papers will be securely sent out to all members electronically at least three working days ahead of the panel date.

The panel aims to achieve a consensus when making recommendations with the Chair reserving the right to make a final decision where a consensus is not reached.

Evaluation

- The success of managed moves and supported managed moves.
- Exclusion rates – in particular the exclusion of vulnerable groups.
- Numbers of pupils reintegrating into mainstream.
- Educational attainment and other outcomes for pupils both in EOTAS provision and following reintegration.
- Attendance at EOTAS provisions.

Appendix 2

Protocol and Guide for Managed Moves and Direction off-site

Background

Off-site directions

To support your child with their behaviour, your child's school can decide that your child will be educated somewhere else for a limited period.

Your child could be educated at another school or alternative provision setting. This could also include your child splitting time between 2 different locations. This should only be used when it is **the best way to support your child's behaviour. This arrangement is commonly known as off-site direction.**

If your child has an EHCP, the local authority must be told about an off-site direction placement as they are responsible for arrangements detailed in the EHCP

Managed moves

In some cases, your child's school may decide it is best for your child to move to another school permanently following an off-site direction placement. This is known as a managed move.

Managed moves should be voluntary and have your agreement before they take place. Your **child's school should not pressure you into agreeing to one. If you feel pressured into agreeing to a managed move, it is very important that you raise this with the school's governing board.**

A managed move should only occur when it is in your child's best interests and all parties, including the new school and you, agree it would be best for your child to move to another school permanently.

Schools should not use a 'trial period' or 'trial admission' for managed moves, as a managed move is a permanent move to another school.

If your child has an EHCP, their school should contact the local authority prior to the move and if the local authority, both schools and you are in agreement that there should be a managed move, the local authority will need to follow the process for changing an EHCP.

Rationale

A direction off-site or consideration of managed move is never an early or first response when the **pupil's education is affected by their behaviour. It is to be considered as part of a measured response in supporting the pupil's emotional, social and behavioural needs. It is likely to be a strategy considered in the later stages of a Pastoral Support Plan (PSP) where there is little or no evidence of success.**

A direction off-site or managed move could be appropriate when:

- **It is felt a fresh start would improve the pupil's behaviour**
- The pupil has previously been highlighted to the Local Authority Behaviour and Inclusion Team as being at risk of permanent exclusion.
- **The 'home' school, family and the Behaviour and Inclusion Team share the view that the 'home' school has, at present exhausted all reasonable strategies to prevent a permanent exclusion.**
- **There is a clear audit of the pupil's strengths and capabilities that can form the core of a transition plan in the 'proposed' school.**

A direction off-site would not be appropriate when:

- A pupil has a history of persistent absence
- A parent is seeking a straightforward transfer to another school
- The pupil is not on a school roll
- **The pupil would not return to the 'home' school if the placement is unsuccessful.**

Headteachers should consider the use of direction off-site in the context of:

- **The school policies which include the school's behaviour policy and SEN policies**
- **A child's particular vulnerability and needs**

Use as an Alternative to Permanent Exclusion

Occasionally a Headteacher will permanently exclude a pupil for a one-off offence. In such cases, the Head teacher may not have previously alerted the Behaviour and Inclusion Team in Redbridge about the pupil but in this case, the Head teacher has the option to withdraw the permanent exclusion in favour of a managed move.

SEN

Before considering direction off site or a managed move, school staff should ensure that they have followed the SEN Code of Practice so that the pupil has clearly identified behaviour needs and that a range of strategies have been tried which involve outside agencies as appropriate.

When a pupil has an Education Health Care Plan (EHCP), and is at risk of exclusion, the 'home' school should not attempt to broker a managed move or direct off-site. They should contact the SEN team for further advice.

If a pupil has unidentified SEN or is awaiting assessment, a managed move should not be arranged.

Finances

Although it is flexible, and Head teachers can agree locally how to proceed, a suggested model for the financing of direction off site as follows:

- **An amount of funds is agreed and issued by the 'home' school to the 'proposed' school at the end of the trial period. This may be based on the remaining AWPU.**

The Local Authority is unable to arrange the transfer of funds on behalf of schools. Financial arrangements should be confirmed and conducted by schools, if appropriate, following the initial and final Managed Move meetings.

The Process

All requests to direct off-site that are referred to the Redbridge Inclusion Panel (RIP) for consideration will be required to be sent to the Behaviour and Inclusion team 5 working days before the meeting is held.

If a school puts forward a pupil for a direction off-site **the 'home' school can expect to receive a pupil from another school in return, if not in an immediate exchange, within a term.**

All pupils involved in direction off-site **will remain on the roll of the 'home' school until the point where, following agreed processes, if successful, the pupil will transfer to the roll of the 'proposed' school.**

All direction off-site referred, will therefore be logged by the Behaviour and Inclusion team, will be reported at RIP monthly meetings and included in the weighting data, which may impact upon FAP placements for all pupils in Redbridge.

If schools wish to broker their own direction off-site **the Head teacher of the 'home' school should contact the parents and if desired, the Redbridge Behaviour and Inclusion Team to agree the appropriateness of the Managed Move in the first instance. It is important at this stage that parents understand the process and their responsibilities.**

If there is agreement that direction off site **is appropriate, the Head teacher of the 'home' school is then responsible for contacting the Head teacher of the 'proposed' school and brokering the move, following agreed processes.**

Any 'proposed' school can exceed their indicated admission number to accommodate a direction off-site.

Once a 'proposed' school has agreed to the move in principle, we recommend that the Head teachers concerned discuss financial arrangements prior to the formal Managed Move meeting. Before convening any direction off-site meeting, the 'home' school will have to gather information to inform the process. This should include:

- Views of the pupil:

While it is expected that that pupil should attend some if not all the direction off-site meetings and be encouraged to express views freely and honestly, it may be difficult to do this during a formal meeting. An adult who has a good rapport with the pupil should find out what he thinks about the current situation. It may be useful to have the parent or another adult not employed by the original school to help the pupil prepare a written statement or complete a questionnaire when possible.

- Evidence of all previous interventions:
- Copies of appropriate review minutes
- Behaviour log and consequences/analysis
- Evaluation of any strategies suggested by EPS, other agencies etc.
- Attendance record and support from EWS
- **Looked After Pupil's Personal Education Plan**
- Exclusion data
- Record of options
- Summary of support from any other relevant agencies supporting the pupil.

The key aspect of this evidence is the previous and current action on the part of the school to deal with the behaviour.

Review Meetings

We recommend that the Head or Deputy Head teachers of both schools attend all direction off-site review meetings. It may help for an additional key member of the school staff to attend to coordinate the support for the transfer.

The direction off-site meetings are usually held at the 'proposed' school.

The 'home' school is responsible for inviting parents and appropriate outside agencies giving ample advanced notice. The 'home' school may also liaise with the 'proposed' school to invite professionals from other agencies e.g. EPS, EWS, Health, YOS, and Social Care who may be able to work with parents, the pupil and the school to enhance the success of the direction off-site. Parents are a crucial part of the direction off-site process and the school should try to arrange a time when it is convenient for the parents to attend the meetings.

The purpose of the direction off-site meeting is to:

Share with all parties, a clear understanding of the reasons for the move and the factors that give everyone involved in the process, clear confidence that the move will be successful and the best outcome for the pupil and their family.

Set targets (including attendance) for the pupil, outline the commitment of all involved and discuss how targets will be met.

Define the time frame for the direction off-site, clearly outlining the processes that follow during, and at the end of the direction off-site, and set a review date.

The 'proposed' school may also need to be prepared to commit to additional support from within the school's resources as required or appropriate.

After the initial direction off-site meeting and each review meeting, the Head teacher will need to make sure all relevant staff that did not attend the meeting, know about the commitments made. A direction off-site normally runs for 12 school weeks to ensure the pupil has the opportunity to meet the targets consistently. A formal review is held at around 6 weeks. In exceptional

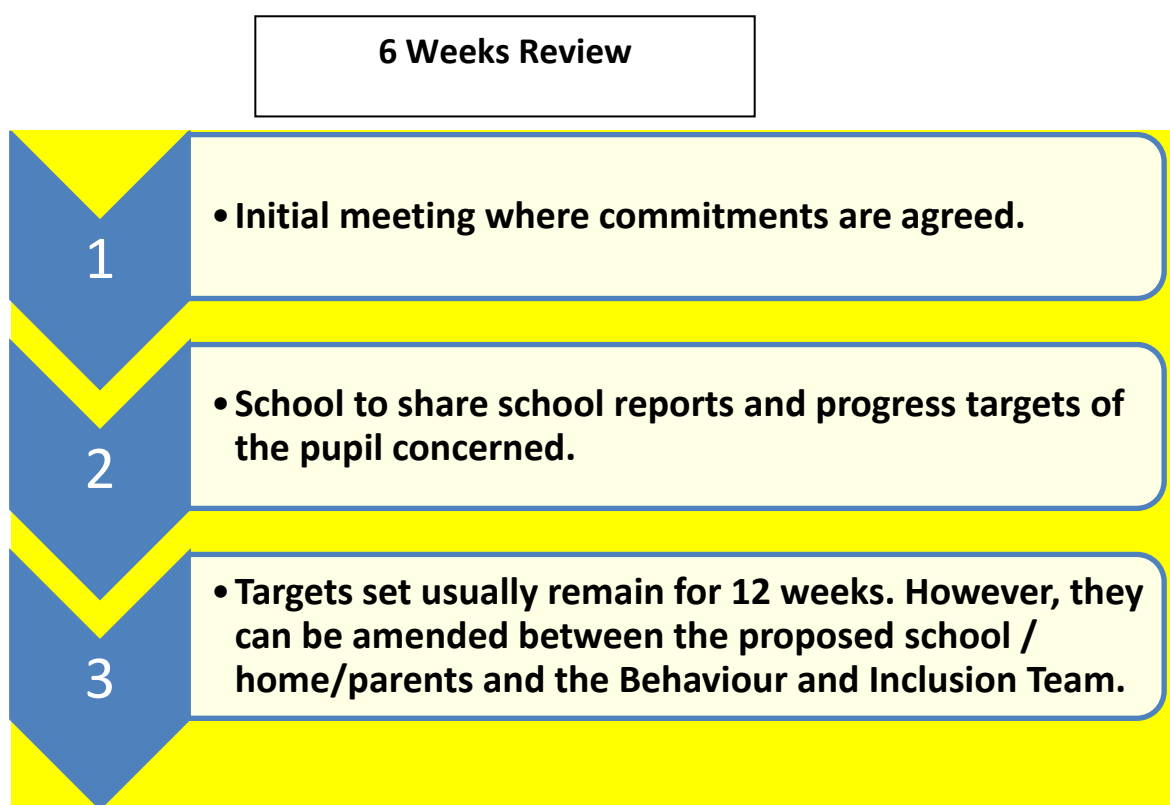
circumstances the plan can be extended for a further 4 to 8 weeks. Such circumstances involve events beyond the control of the pupil that may reduce his chances of meeting the targets set for him e.g., family bereavement or major change in family or school circumstances.

Monitoring:

A member of the 'proposed' school staff will normally meet the pupil regularly to review his progress towards the direction off-site targets. This gives the pupil the chance to identify what has gone well and how to replicate success.

During the child attending the direction off-site 'proposed' school will also provide the 'home' school with a weekly record of the pupil's attendance, as the pupil will be dual registered.

The key people who attended the original meeting should be invited to the 6 week and to the 12 week review to examine progress and evaluate success.



During the 6-week review:

School staff will share reports about the pupil's progress towards the targets. Any supporting agencies will report on the commitments they made.

Staff, parents and other professionals may make adjustments to their commitments if necessary. The targets set for the pupil usually stay the same for the 12-week period.

Focusing on solutions is the key to success. If the current provision does not meet the pupil's needs, further measures should be identified at the review to help him sustain his place in the 'proposed' school.

Occasionally, the targets set for the pupil at the initial meeting prove not to be relevant in the new setting but other issues can arise that threaten the success of the placement. In such cases, the 'proposed' school should liaise with the 'home' school, the parents, and the Behaviour and Inclusion team in Redbridge and set different targets. This can happen without the need for another meeting unless the 'proposed' school feel it is necessary.

At the 12-week review:

If a direction off-site is still in place by week 12, it is expected that the 'proposed' school will deem that it has been successful, and the 12-week review is an opportunity to congratulate all concerned for making the move a positive one.

The pupil should be given credit for responding positively to the support offered. School staff may continue to support and monitor the pupil's behaviour, as in some cases, the pupil will continue to have challenging behaviour despite the progress they have made. The 'proposed' school also collect financial adjustments from the 'home' school and inform Admissions of the newly enrolled pupil.

At the 12 Weeks Review

1

- If a Managed Move is still in place by week 12, it is expected that the 'proposed' school will deem that it has been successful.

2

- The pupil should be given credit for responding positively to the support offered. School staff may continue to support and monitor the pupil's behaviour, as in some cases, the pupil will continue to have challenging behaviour despite the progress they have made

3

- The 'proposed' school also collect financial adjustments from the 'home' school and inform Admissions of the newly enrolled pupil.

What if direction off-site starts to break down?

Thresholds for issuing a fixed term exclusion while the pupil is at the 'proposed' school should match the threshold of the 'home school'. The threshold to terminate direction off-site should be the threshold for permanent exclusion at the 'proposed' school.

If it appears that the direction off-site is failing between review periods, in the first instance, the 'proposed' school will need to call an *interim review* and meet with all parties present at the initial meeting to discuss options or the way forward. The Local Authority should be notified.

If the pupil has behaved in a way that warrants a fixed term exclusion at the 'proposed' school, the Head teacher of the 'proposed' school should liaise with the Head teacher of the 'home' school

The 'proposed' school must call a meeting when the direction off-site appears to have broken down. The 'proposed' school, 'home' school, pupil and parents must be invited to explain the reasons for the managed move breaking down.

The 'home' school will need to convene a meeting to agree an education plan for the pupil within 5 school days of the end of direction off-site. The 'proposed' school will also need to prepare a report for the 'home' school detailing the strategies/support that have been provided as well as the attendance log, thus assisting the 'home' school with their future plans for the pupil.

If the pupil behaves in a way that would normally warrant permanent exclusion at the 'proposed' school, the Head teacher at that school can decide to terminate the placement. The Head teacher of the 'home' school can then consider the information provided by the 'proposed' school and consult with the Behaviour and Inclusion Team in Redbridge if appropriate, before deciding whether to exclude and if so, in what way. The Head teacher of the 'home' school will need to consider the reasons for the failure of the placement and follow the exclusion guidance if a fixed term exclusion is issued.

Attendance Codes

During direction off-site, the pupil remains on roll at the 'home' school, and the 'proposed' school registers the pupil as D (dual registered)

On the day after the final review, if it has been agreed that the direction off-site has been successful, the pupil is solely registered at the 'proposed' school and taken off the roll of the 'home' school. Please consult your Education Welfare Officer on the appropriate attendance code.

The Role of the Local Authority

The Local Authority can be contacted by schools for further advice or brokerage support. Schools can invite the Local Authority to managed move meetings.

Further advice and information can be obtained from:

London Borough of Redbridge Behaviour and Inclusion Team

BehaviourAndInclusion@redbridge.gov.uk

Tel: 020 8708 3159

Sarah Johnson

Head of Behaviour and Inclusion

Sarah.Johnson@redbridge.gov.uk

Tel: 020 8708 3124