

**APPENDICES TO AGENDA ITEM 11  
(including updated appendix 3)  
EDUCATION ESTATES REPORT  
CABINET MEETING 23 JANUARY 2017**



Detailed Capital programme budget 2016/17 to 2019/20						APPENDIX 1
Planning Area	Provision Location	2016/17	2017/18	2018/19	2019/20	Total
		£	£	£	£	£
<b>Table 1 - Proposed Primary Provision</b>						
<b>Permanent Expansions</b>						
North West	2FE West Thornton Academy, Canterbury Road	4,428,553	8,900,000	2,470,500	-	15,799,053
North West	3FE Chestnut Park	7,464,267	1,117,810	-	-	8,582,077
North West	3FE Ark Bayes Free School	-	-	-	-	-
Central	3FE Harris Academy Purley Way	5,632,128	7,474,032	-	-	13,106,160
Central	2FE Heathfield Academy, Aberdeen Road	4,950,312	7,604,033	-	-	12,554,345
Central	2FE Krishna Avanti Free School at Victoria House	-	-	-	-	-
Central	1FE Ark Oval	6,738,809	957,293	-	-	7,696,102
East	1FE St John's C of E	3,237,868	1,646,426	-	-	4,884,294
East	1FE Heavers Farm	3,179,962	2,182,557	-	-	5,362,519
South	1FE Christ Church	3,675,723	1,777,834	-	-	5,453,557
South	2FE New Free School	-	-	-	-	-
South West	1FE Chipstead Valley	3,185,511	1,949,696	-	-	5,135,207
South West	1FE Woodcote	467,914	4,450,000	1,068,456	-	5,986,370
South West	1FE Smitham	223,990	4,150,000	1,809,580	-	6,183,570
South West	1FE Oasis Bryon	35,000	-	-	-	35,000
<b>Bulges</b>						
East	2FE Crescent 17-18	-	738,026	17,632	-	755,658
Central	1FE Harris Academy Purley 17-18	-	250,000	-	-	250,000
East	1FE The Robert Fitzroy Academy 19-20	-	-	-	250,000	250,000
Various	Contingency Provision	-	500,000	500,000	130,000	1,130,000
Table 1 Sub-Totals		43,220,037	43,697,707	5,866,168	380,000	93,163,912
<b>Table 2 - Secondary School Places</b>						
North	6FE School at Arena	7,721,004	150,000	-	-	7,871,004
North	2FE Archbishop Lanfranc - Priority School Building Programme 2 (PSBP2)	18,341	-	-	-	18,341
North	6FE ARK Secondary Free School Morland Road	-	-	-	-	-
North	5FE New Free School - The Crescent Secondary	-	-	-	-	-
South	6FE Coombe Wood School (Wallington County Free School Site TBC)	-	-	-	-	-
Table 2 Sub-Totals		7,739,345	150,000	-	-	7,889,345
<b>Table 3 - Delivery of SEN Places</b>						
South	2FE St Nicholas Special School (TBC)	257,675	7,350,000	11,803,012	-	19,410,687
South	2FE(Bulge) Red Gates Special School	30,753	3,552,827	300,000	-	3,883,580
South	Additional Primary ELP for Boys and Girls with ASD (TBC)	-	750,000	250,000	-	1,000,000
South	Enhanced Learning Provision for MLD (14 places) (TBC)	-	750,000	250,000	-	1,000,000
South	Proposed New Free School Post 19 Provision for PMLD (TBC)	-	-	-	-	-
South	Proposed New Free Special School (120-150 places) for ASD (Site TBC)	-	-	-	-	-
North	Beckmead School on Tension Road	6,842,964	347,455	-	-	7,190,419
South East	Provision SEMH (Site TBC)	-	500,000	-	-	500,000
Various	Nurture Provision in 3 Primary Schools	50,000	250,000	-	-	300,000
Table 3 Sub-Totals		7,181,392	13,500,282	12,603,012	-	33,284,686
<b>Table 4 - Major Maintenance</b>						
Various	Major Maintenance Works	3,960,083	2,000,000	2,000,000	2,000,000	9,960,083
Table 4 Sub-Totals		3,960,083	2,000,000	2,000,000	2,000,000	9,960,083
<b>Table 5 - Other Education Schemes</b>						
Various	Actual and Planned Expenditure on Other Education Programme Capital Projects*	9,265,897	4,382,726	-	-	13,648,623
Table 5 Sub-Totals		9,265,897	4,382,726	-	-	13,648,623
<b>Totals Required</b>		<b>71,366,754</b>	<b>63,730,715</b>	<b>20,469,180</b>	<b>2,380,000</b>	<b>157,946,649</b>
					check	157,946,649
<b>KEY</b>						
White	Existing schemes (as contained in Education Estates School Places Cabinet Report 11 July 2016)					
Yellow	Primary, secondary and SEN schemes identified in the Paper (see Tables)					
*	This refers to all other planned expenditure within the overall Education Capital Programme and Budget and, in order to be consistent with financial reporting generally, has been included in this Appendix 1, as supported by Finance. Other Education Schemes comprises:					
	Quest Academy - £3.00m					
	DDA Works - £0.35m					
	Cypress Juniors Replacement Kitchen Accommodation - £1.08m					
	2016-17 Fixed Term Expansion (FTE) Schemes - £1.27m					
	Other FTE Schemes - £1.57m					
	Two Year Old Entitlement Schemes - £0.70m					
	Grant Funded Kitchen Works - £0.18m					
	Capitalisation/Asset Resources - £0.75m					
	Other Primary and Secondary Projects - £3.04m					
	Other SEN Projects - £1.31m					
	Beckmead Garden Room - £0.40m					
	<b>Total £13.65m</b>					
of which circa 70% will be expended in the current financial year, 2016-17.						

**School Maintenance Plan (including assigned budgets)**
**Appendix 2**

School	Budget 2017-18 £	Works Description
		<b>HEATING</b>
Beckmead SEN	200,000	Heating (D1) pipework and radiators to be carried out in 2 phases 2017/18 & 2018/19
Bensham Manor	200,000	Heating (C2) 2x Boilers and gas main need to be replaced. Pipework, radiators and controls
Cypress Infants	130,000	Heating (C2) pipework and radiators
Cypress Juniors	130,000	Heating (C2) pipework and radiators
Elmwood Juniors	180,000	Heating (D1) pipework and radiators to be carried out in 2 phases 2017/18 & 2018/19
Howard Primary	260,000	Heating (C2) Replacement of pipework and radiators, this was designed and tendered in 2014/15 but not done due to other works being carried out in the school. No problems raised by the school to date.
Monks Orchard	180,000	Heating (C2) Boiler, Gas main, pipework and radiators to be replaced over two years 2017/18 & 2018/19
Selsdon Primary	100,000	Heating (C2) Boilers and controls. This is an end of life replacement and requires action in 2017/18
Winterbourne Infants	200,000	Heating (C2) main school boilers need replacing with the pipework and radiators to be phased over three years 2017/18, 2018/19 & 2019/20
		<b>ELECTRICAL</b>
Cypress Infants	20,000	Replacing loose switchgear and distribution boards in switchroom (D1)
Tunstall Nursery	20,000	Rewiring back to Main Distribution Boards (D1)
		<b>OTHER WORKS</b>
Cypress Juniors	20,000	Works to correct water ingress onto stairs and adjacent corridor through retaining wall
Asbestos Survey	100,000	Survey required to meet statutory H/S requirements in schools
Red Gates	60,000	Re-roofing works
Reactive Fund	200,000	
<b>Total</b>	<b>2,000,000</b>	

School	Budget 2018-19 £	Works Description
		<b>HEATING</b>
Beckmead SEN	200,000	Heating (D1) pipework and radiators to be carried out in 2 phases 17/18 & 18/19
Elmwood Juniors	200,000	Heating (D1) pipework and radiators to be carried out in 2 phases 2017/18 & 2018/19
Gresham Primary	100,000	Heating (C2) Boilers and Controls are a priority and need to be done now, as failure of these is likely to affect the schools heating and potentially shut the school. In addition the pipework and radiators need to be replaced but would have to be carried out over three years 2018/19, 2019/20 & 2020/21.
Monks Orchard	200,000	Heating (C2) Boiler, Gas main, pipework and radiators to be replaced over two years 2017/18 & 2018/19
Norbury Manor	200,000	Heating (C2) pipework and radiators. This would complete the heating works that have carried out over past years.
Orchard Way Primary	100,000	Heating (C2/3) Pipework and boilers require replacement but not considered a priority at this time. Works to be phased over two years 2018/19 & 2019/20.
Winterbourne Infants	200,000	Heating (C2) main school boilers need replacing with the pipework and radiators to be phased over three years 2017/18, 2018/19 & 2019/20
Winterbourne Juniors	110,000	Heating (C2) replacement of pipework and radiators. Works to be phased over two years 2018/19 & 2019/20.
		<b>ELECTRICAL</b>
Beulah Juniors	50,000	Replacing loose switchgear and distribution boards in switchroom (D1)
Gresham Primary	50,000	(C2) Incoming main, end of life. LV switchgear, end of life
St. Giles	90,000	(C2) Main fire alarm, obsolete. Boiler room switchgear. Replace HRC fuseboards throughout school
Kenley Primary	50,000	Rewire small power. New fire alarm
		<b>OTHER WORKS</b>
Beaumont Primary	200,000	Get IKO to carry out a roofing survey in 2017/18
Downsview	50,000	Retaining wall works
Reactive Fund	200,000	
<b>Total</b>	<b>2,000,000</b>	

**PROPOSED ADMISSION ARRANGEMENTS FOR COMMUNITY SCHOOLS  
FOR THE 2018/19 ACADEMIC YEAR  
CONSULTATION OUTCOMES REPORT**

**1. Introduction**

1.1. The purpose of this report is to provide the Cabinet Member for Children, Young People & Learning with the outcomes from the formal consultation on the proposed changes to the Admissions Arrangements for 2018/19 and the Fair Access Protocols.

**2. Background**

2.1. The Council is the Admission Authority for Community schools and is therefore responsible for consulting on, determining and applying the admission arrangements for community schools

2.2. The Council retains the co-ordinating role for reception, junior and secondary transfer. This means that all offers are made by the Council and that every child should receive just one offer. Admission Authorities, including Local Authorities are responsible for ensuring that admission arrangements are compliant with the School Admissions Code 2014.

2.3. This includes consulting on any proposed changes to admission arrangements annually or at least every 7 years where there have been no changes. In addition, Admission Authorities are required to determine their admission arrangements on an annual basis

**3. Proposed changes to admission arrangements**

**3.1. The definition of the Sibling criterion**

The Wording has been clarified to confirm the point of eligibility for sibling priority

**3.2. The definition of the distance criterion**

This change is proposed to provide a clearer explanation of how home to school distance measurements are calculated by the Council.

**3.3. How children are added to waiting lists**

This change is proposed to reduce the number of children who are unnecessarily added to waiting lists and to ensure that places are allocated swiftly to children who require a place.

### 3.4. The definition of the medical criterion

This definition places greater emphasis on the responsibility of the parent to submit medical evidence before the primary closing date, provides clarity on how late medical submissions will be considered and clarifies the circumstances in which a late medical claim can be made.

### 3.5. How first preference offers are recorded

The proposed change would mean that if a parent has been offered their first preference school, the place would be automatically recorded as accepted.

### 3.6. Applicants requesting to be added to the waiting list for lower preference schools

Applicants who receive an offer at a first preference school are not permitted to be placed onto a waiting list for a lower preference school unless there has been a change in circumstances which would need to be supported with relevant evidence. However applicants could request to be added to a waiting list through the in-year admission process

### 3.7. The linked infant to junior criterion

The table of schools has been reviewed to include all infant and junior schools and wording has been provided to make it clear which schools are community schools and which are non-community.

## 4. **Proposed changes to Fair Access Protocols**

### 4.1. Clarification to the procedure setting out when a child with an Education, Health and Care Plan will be considered by the Fair Access Panel (FAP).

The proposal clarifies in what circumstances a child with an Education, Health and Care Plan will be considered under the Fair Access Panel. The proposal will ensure the appropriate emergency annual review of the plan has taken place before a referral to the Fair Access Panel is made.

### 4.2. Strengthening of the procedures at the pre Fair Access Panel meeting.

The proposal seeks to ensure the right level of support has been put in place before a change of school has been considered.

- 4.3. The number of other vulnerable and challenging pupils recently admitted to schools will be taken in to account when placement decisions are made

The proposal will ensure that schools are not asked to take a disproportionate number of challenging or vulnerable pupils via the Fair Access Panel in any one year group

The full consultation document can be accessed via the following web link: [www.croydon.gov.uk/admissionsandfairaccessconsultation](http://www.croydon.gov.uk/admissionsandfairaccessconsultation)

## 5. Statutory Consultation

- 5.1. Consultation took place between 10 November 2016 and 16 January 2017. Any responses received between 13 and 16 January will be considered and appended to this report. Stakeholders were asked their views specifically on the proposed changes to the Admission Arrangements and also for any other comments they might have.
- 5.2. The consultation document set out in appendix 3 was provided online and as a paper document to support stakeholders to respond to the consultation

## 6. Communication and Consultation activities

- 6.1. A consultation document, including a questionnaire was used as a basis of informing stakeholders, including parents/cares and local residents, about the proposed changes to the Admissions Arrangements, Co-ordinated Schemes and Fair Access Protocols.
- 6.2. Communication activities included the circulation of the consultation document, including questionnaire and poster via email to Schools early years providers, childminders, neighbouring admission local authorities, councillors and local MP's.
- **Schools E-Bulletin**
    - ✓ Schools' E-bulletin to all schools within the borough
  - **Email:**
    - ✓ Ward Councillors / MP
    - ✓ schools within neighbouring/adjourning borough
    - ✓ Early Years Providers
    - ✓ Childminders
  - **Website:**
    - ✓ Online questionnaire (Get Involved)



## 7. Summary of responses

### 7.1. Consultation questionnaire

A total of 12 completed questionnaires have been received, of which the majority of respondents are in support of the proposed changes. A detailed breakdown of the responses is attached in Annex A.

Summary of responses for each proposed change:

- Proposal 1 - definition of the Sibling criterion
  - 9 - Support
  - 3 – Do not support
  
- Proposal 2 - definition of the distance criterion
  - 8 – Support
  - 1 – Not affected/Does not wish to answer
  - 3 – No response
  
- Proposal 3 - How children are added to waiting lists
  - 3 - Support
  - 4 - Against
  - 1 – Not affected/Does not wish to answer
  - 4 – No response
  
- Proposal 4 - The definition of the medical criterion
  - 6 - Support
  - 1 - Against
  - 1 – Not sure
  - 4 – No response
  
- Proposal 5 - How first preference offers are recorded.
  - 8 - Support
  - 4 – No response
  
- Proposal 6 - Applicants requesting to be added to the waiting list for lower preference schools.
  - 6 – Support
  - 1 – Not affected/Does not wish to answer
  - 5 – No response

- Proposal 7 - The linked infant to junior criterion.
  - 5 – Support
  - 2 – Not affected/Does not wish to answer
  - 5 – No response
  
- Proposal 8 - Clarification to the procedure setting out when a child with an Education, Health and Care Plan will be considered by the Fair Access Panel (FAP).
  - 5 – Support
  - 2 – Not affected/Does not wish to answer
  - 5 – No response
  
- Proposal 9 - Strengthening of the procedures at the pre Fair Access Panel meeting.
  - 5 – Support
  - 2 – Not affected/Does not wish to answer
  - 5 – No response
  
- Proposal 10 – The number of other vulnerable and challenging pupils recently admitted to schools will be taken in to account when placement decisions are made.
  - 6 – Support
  - 6 – No response
  
- Proposal 11 – Clarification of the categories of vulnerable pupils considered at the panel to ensure they are compliant with the School Admissions Code.
  - 5 – Support
  - 1 – Not affected/Does not wish to answer
  - 6 – No response

## 8. Key issues raised during the consultation period

8.1. The main comments/concerns on the proposed changes and the Council's response.

### *Concern*

- Sibling criterion – sibling being number one in listing of priority order.

### *Response to concern*

- The LA is not proposing to make any changes to sibling priority which comes second in the oversubscription criteria.

It is a requirement of the School Admission Code for looked after children to be accorded the highest priority.

#### *Concern*

- How children are added to the waiting list – this should be automatic and applicants should not have to complete an additional form to be added to the waiting list.

#### *Response to concern*

- There is an urgent need for the LA to ensure that all children on a waiting list actively require a place. A lot of time and resources are spent chasing parents who do not respond to offers made when the place could have been allocated to a child who is actively seeking a transfer or an alternative school offer.
- This not only makes the process of filling vacancies from waiting lists unnecessarily lengthy but it also impacts on the LA's ability to understand the demand in real terms.
- The current process also encourages moves between schools once a child is settled and happy in school, which may not be in their best interest.

#### *Concern*

- Medical criterion – policy unclear.

#### *Response to concern*

- It is the LA's intention to make its policies clearer through the proposed changes in this consultation and to ensure that no parent/carer misses out on the opportunity to be considered for a place under the medical criterion.

A detailed analysis of responses is attached at Annex A below.

## **9. Key points made in support of the proposed changes**

- 9.1. Some respondents made comments in support of the proposed changes in relation to the distance criterion '***this is a fair system I also feel a check on the council tax system to ensure that is that person address***', how children are added to waiting lists '***As long as it is clear and easy this is good and fair***', how first preference are recorded '***I support this change it would save me the hassle of going online to accept the place***', the primary and secondary fair access protocols '***clear guidance***'.

## **10. Equality Impact Assessment**

- 10.1. An Equality Impact Assessment has been undertaken as part of the Cabinet report to assess the potential impact of the proposed changes

on the nine protected characteristics covered under the Equality Act 2010.

## **11. Next Steps**

11.1. Following the consultation period, the Council's Cabinet Committee will decide whether the proposed changes should be implemented. This will be based on responses received which will be balanced against the requirement for changes

## Annex A

### Admission Arrangements - Consultation Outcomes report – Qualitative responses

Proposed Change	Comments from Respondents	Council Response
<p><b>1: The definition of the Sibling criterion.</b></p> <p><b>Wording has been clarified to confirm the point of eligibility for sibling priority.</b></p> <p><b>This change is proposed to help parents and carers have a clearer understanding of when children with siblings are eligible for priority under the sibling criterion.</b></p>	<p>Siblings should be number 1 on the list, how you can expect a parent to be in 2 different schools and ensure neither child has poor attendance/time keeping as a result of this, this is quite ridiculous. Siblings number 1, looked after children 2nd and so on. My 2nd child will be due to start school in the 2018/2019 year, if they do not manage to secure a place at the same school as their sibling I will not physically be able to get to 2 different schools at the same time. One will have to arrive late for school and leave school early every day by a substantial amount of time as I do not drive, their education would be directly affected through no fault of my own however I would be held accountable.</p>	<p>The LA is not proposing to make any changes to sibling priority which comes second in the oversubscription criteria. It is a requirement of the School Admission Code for looked after children to be accorded the highest priority.</p>

Proposed Change	Comments from Respondents	Council Response
	I feel that to reduce stress, families already in placement should be offered first, including step/half	Stepchildren and half siblings who are part of the same family unit are eligible for priority under the sibling criterion.
<p><b>2. The definition of the distance criterion.</b></p> <p><b>This change is proposed to provide a clearer explanation of how home to school distance measurements are calculated by the Council.</b></p> <p><b>The distance measurements from home to school are calculated by using a computerised measuring system called Geographical Information System (GIS) and geographical reference points as provided by the National Land and Property Gazetteer (NLPG). The geographical reference points determine the start point within the property boundaries to be used for distance calculation purposes.</b></p>	No this is a fair system I also feel a check on the council tax system to ensure that is that person address.	The LA checks applicants' addresses against council tax and electoral register records using a specialist address verification software known as Datatank.

Proposed Change	Comments from Respondents	Council Response
<p><b>3. How children are added to waiting lists.</b></p> <p><b>This change is proposed to reduce the number of children who are unnecessarily added to waiting lists and to ensure that places are allocated swiftly to children who require a place. Children who receive an offer at a lower preference school would no longer be automatically placed on the waiting list for higher preference schools. Parents/carers would complete the waiting list request form (<i>Annex C</i>) available on the LA website to be added to waiting lists.</b></p>	<p>This should be automatic or dealt with at time of accepting/rejecting the school place offered. Add a question to the acceptance/rejection of the school that parents have to complete. If they don't get their 1st preference a question of 'do you wish to be added to the school waiting list' should not be hard to add. If for any reason my 2nd child does not get my 1st preference that year to attend their siblings' school I would not expect to then have to complete an extra form that could be added to the acceptance page online as I would already be required to complete an appeal form to state the obvious.</p>	<p>In view of the high demand for school places as well as shrinking resources available to the LA, there is an urgent need to ensure that all children on a waiting list actively require a place. A large volume of offers are made to children from waiting lists where no responses are received. Parents/carers are then chased via email, telephone or letter and in a lot of cases, the place offered is no longer required. The vacancy could have been offered to a child who is actively seeking a transfer or an alternative school offer. This not only makes the process of filling vacancies from waiting lists unnecessarily lengthy but it also impacts on the LA's ability to understand the demand in real terms.</p>

<p><b>4. The definition of the medical criterion.</b></p> <p><b>This definition places greater emphasis on the responsibility of the parent to submit medical evidence before the primary closing date if they wish to be considered under the medical criterion. The proposed change also provides clarity on how late medical submissions will be considered.</b></p> <p><b>This will ensure the outcome of the medical claim is determined before places are allocated and that children who are eligible for a place under the medical criterion are not disadvantaged.</b></p> <p><b>The proposed change further clarifies the circumstances in which a late medical claim can be made. Claims for priority of admission on medical grounds submitted after a decision on the original application has been made would only be considered if the documents provided were not readily</b></p>	<p>I have 2 boys one in year 5 and other year 4. Both have complex situation including dyslexia, ADHD, odd and dyspraxia. I am not able to get them stated but hope with the medical reports they would be given a higher priority due to the needs, certain schools may suit better.</p> <p>I wish you would have told me this last year, when I applied for my other child. Your policies are unclear!!</p> <p>Make your policies clearer!</p>	<p>It is the LA's intention to make its policies clearer through the proposed changes in this consultation and to ensure that no parent/carer misses out on the opportunity to be considered for a place under the medical criterion.</p>
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Proposed Change	Comments from Respondents	Council Response
<b>available at the time of application or if they relate to a new medical condition.</b>		
<b>5. How first preference offers are recorded.</b>	Clear and fair.	This response is noted.

Proposed Change	Comments from Respondents	Council Response
<p><b>The proposed change would mean that if a parent has been offered their first preference school, the place would be automatically recorded as accepted.</b></p> <p><b>The proposed change is designed to make the application system easier for parents who would only need to notify the admissions team if they wanted to decline a first preference offer.</b></p>	<p>I support this change it would save me the hassle of going online to accept the place.</p>	<p>This response is noted.</p>
<p><b>6. Applicants requesting to be added to the waiting list for lower preference schools.</b></p> <p><b>Applicants who receive an offer at a first preference school are not permitted to be placed onto a waiting list for a lower preference school unless there has been a change in circumstances which would need to be supported with relevant evidence.</b></p>	<p>Fair and concise.</p>	<p>This response is noted.</p>

Proposed Change	Comments from Respondents	Council Response
<p><b>However applicants could request to be added to a waiting list through the in-year admission process.</b></p> <p><b>The proposed change would allow greater focus on the processing of applications for children who were not successful at securing a preference school.</b></p>		<p>This response is noted.</p>
<p><b>7. The linked infant to junior criterion</b></p> <p><b>The table of schools has been reviewed to include all infant and junior schools and wording has been provided to make it clear which schools are community schools and which are non-community.</b></p> <p><b>This variation has been made to provide parents and carers with a full list of infant and junior schools and wording has been provided to</b></p>		<p>This response is noted</p>

Proposed Change	Comments from Respondents	Council Response
<p><b>make clear which schools are non-community schools.</b></p>		
<p><b>8. Clarification to the procedure setting out when a child with an Education, Health and Care Plan will be considered by the Fair Access Panel (FAP).</b></p> <p>The proposal will clarify in what circumstances a child with an Education, Health and Care Plan will be considered under the Fair Access Panel. The proposal will ensure the appropriate emergency annual review of the plan has taken place before a referral to the Fair Access Panel is made.</p>	<p>As long as the school gives a fair overall submission including what the child is like on a tough day.</p>	<p>This response is noted.</p>
<p><b>9. Strengthening of the procedures at the pre Fair Access Panel meeting.</b></p>	<p>These children need much more support, change will affect the whole family. Key worker for year 6 into year 7 would help</p>	<p>This response is noted.</p>

Proposed Change	Comments from Respondents	Council Response
<p><b>The proposal seeks to ensure the right level of support has been put in place before a change of school has been considered. This would be achieved by additional questions being asked at the panel.</b></p>	<p>support. This will affect us in a large way just the change any extra support to help this would be good.</p>	
<p><b>10. The number of other vulnerable and challenging pupils recently admitted to schools will be taken in to account when placement decisions are made.</b></p> <p><b>The proposal will ensure that schools are not asked to take a disproportionate number of challenging or vulnerable pupils via the Fair Access Panel in any one year group.</b></p>	<p>This is a very good thing. Children with complex needs attend to find the same type children, too many in a year leads to bad choices.</p> <p>I have already stated the direct impact to me and my children in my previous answers, as a parent with a sibling due to start school in 2018 it would be impossible for me to arrive for drop off and collection at 2 different schools at the same time. I do not drive but even if I did one child would always be late for school and early collection would be a necessity, this would impact there records and education directly. I would be held accountable for the poor timekeeping of</p>	<p>This response is noted.</p>

Proposed Change	Comments from Respondents	Council Response
	<p>my child despite being put through no fault of my own into an impossible position. I do not believe anything should be a higher priority than siblings in this age group as prior to high school age they are incapable of traveling to and from school unaccompanied.</p>	
<p><b>11. Clarification of the categories of vulnerable pupils considered at the panel to ensure they are compliant with the School Admissions Code. The proposal outlines the category of vulnerability of pupils to be considered under the Fair Access Panel so that parents are informed of the criteria by which their child could be considered by the panel.</b></p>	<p>Clear guidance.</p>	<p>This response is noted.</p>



## Proposed Admission Arrangements 2018/19

The criteria outlined below apply only to Croydon community schools.

Should any community school convert to academy status prior to September 2018, the admissions arrangements will apply as published below unless stated otherwise in their funding agreement.

Where the number of applications for a community school is higher than the published admission number, the following criteria will be applied in the order set out below to decide the allocation of places:

Children with an Education, Health & Care Plan (EHCP) or statement of special educational needs that names a school will be admitted to the school before the admissions criteria are applied to all other applicants. (See note 7)

1. **Looked-after children and previously looked-after children** (see Note 1).
2. **Linked schools**  
Children who are on the roll of their linked infant school at the time of application. (see Note 2).
3. **Siblings:**  
Children with a brother or sister who will be in attendance at the school or the linked infant/junior school at the time of enrolment of the new pupil (see Note 3).
4. **Medical:**  
Pupils with serious medical needs for attending a particular school. (See Note 4)

Supporting professional evidence must provide specific reasons why a particular school is the only school that can meet your child's needs and the detriment that would be caused if your child had to attend another school. Your application must be supported by a GP or consultant.

For primary age children, their need to attend a particular school because of a parent's serious and continuing medical condition may also be relevant.

Supporting evidence should be set out on the medical form which is available online at: <https://www.croydon.gov.uk/education/schools-new/school-admissions/in-year-admissions/in-year-admissions-primary> and both the completed medical form and the supporting evidence from the GP or consultant must be submitted with the application (see Note 4). By submitting your evidence to the local authority you consent to this information being shared with the local authority's medical advisor.



## 5. Distance:

Priority will be given to pupils living nearest to the school as measured in a straight line (see Notes 5 and 6).

## Tiebreaker

In the event that the number of applications for places exceeds the number of places available, after application of the admissions criteria, distance will be used to decide between applications. Where distance is the same for two or more applications the authority will use random allocation, which will be independently verified.

**Note 1:** Looked-after children are defined as ‘children in public care at the date on which the application is made’. Previously looked-after children are children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order, immediately after being looked-after. If an application is made under the ‘looked-after’ criterion, it must be supported by a letter from the relevant local authority children’s services department and/or relevant documents.

**Note 2:** This criteria does not include siblings on the roll of the infant school’s nursery class, if it has one.

A list of all infant and junior schools is provided in the table below. The shaded schools are their own admission authority, therefore, please refer to the individual school’s admissions policy.

Linked Infant School	Linked Junior School
Beulah Infant	Beulah Junior
Elmwood Infant	Elmwood Junior
The Minster Nursery and Infant	The Minster Junior
Park Hill Infant	Park Hill Junior
St Joseph’s Catholic Infant and Nursery	St Joseph’s Catholic Junior
St Mary’s Catholic Infant	St Mary’s RC Junior
Whitehorse Manor Infant and Nursery	Whitehorse Manor Junior
Winterbourne Infant	Winterbourne Junior Girls
Winterbourne Infant	Winterbourne Junior Boys
Wolsey Infant	Wolsey Junior

**Note 3:** A sibling is defined as a brother or sister, half-brother or sister, step brother or sister, foster-brother or sister or adopted brother or sister whose main residence is the same address as the child for whom the school place application is being made.

Children with siblings allocated a place in the Reception or Year 3 class at a linked junior school to start in September will be eligible for priority under the sibling criterion from 1 August each year when this local authority opens waiting lists for the new academic year.

In the case of in-year admissions, eligibility for sibling priority will apply at the time of an offer.

This criteria does not include siblings on the roll of the school's nursery class, if it has one.

**Note 4:** All schools have experience in dealing with children with a range of medical needs and all schools are required to make reasonable adjustments in order to do this.

In a very few exceptional cases, however, there may be reasons why a child needs to attend a specific school.

If you feel there are exceptional reasons for your child to be considered for a priority placement at a particular school, you must indicate this in the section provided in your application, and complete the medical form which is available online at:

<https://www.croydon.gov.uk/education/schools-new/school-admissions/in-year-admissions/in-year-admissions-primary> or you can obtain a paper version from your local Croydon primary school or by contacting the council on 020 8726 6400, setting out the reasons to support your case.

All requests for priority consideration on medical grounds must be supported in writing by a doctor or consultant, and this must make clear which school you are making a special case for, the reason why it is necessary for your child to attend this school in particular, and the difficulties it will cause for your child to attend another school.

It is for you to decide how to support your case and what documents to provide, but these must be submitted, together with the completed medical form and supporting statement by the GP/consultant, by the closing date of **15 January 2018**. The admissions team is not responsible for chasing you to submit medical evidence or for contacting professionals for information about your case. Any decision will be based on documents you submit by the closing date.

The local authority, using guidance received from Croydon's admissions panel (this is comprised of professionals from health and education), will decide whether an application for a school is to be prioritised on medical grounds, in light of the medical evidence submitted by the parent for their child to attend this particular school. Claims for priority of admission on medical grounds submitted after a decision on the original application has been made will only be considered if the documents submitted were not readily available at the time of application or if they relate to a new medical condition. Any submission made after the initial application must be supported by details of how the circumstances have changed since the original application and by further professional evidence.

Applicants who submit supporting information on medical grounds will not be advised whether their application is likely to be successful prior to the offer of places on 16 April 2018. If evidence is received after the closing date of 15 January 2018, it will not be taken into account until after places have been offered on the 16 April 2018.

**Note 5:** 'Home' is defined as the address where the child normally resides Monday to Friday as their only or principal residence.

Addresses involving child-minding (professional or relatives) are excluded. There have been occasions when parents/carers have tried to use false addresses to obtain a place at a school. To prevent this happening, Croydon Council undertakes checks using an address verification tool called Datatank. If after these checks have taken place, we cannot be satisfied that the address is the parent and child's normal place of residence, the parent/carer will be asked to provide further proof of their home address. In this instance two forms of address verification will be required: a solicitor's letter confirming completion of contract or a tenancy agreement along with a recent utility bill in the applicant's name.

If the parent/carer is found to have used a false address or deliberately provided misleading information to obtain a school place, the offer will be withdrawn.

Should there be doubts about the address to be used, parents/carers may be asked to provide evidence concerning the child's normal place of residence. This could include a court order stating where the child should live during the course of the week. The local authority would expect that the parent/carer with whom the child is normally resident receives the child benefit for the child. This may be used to determine the normal place of residence for the purpose of measuring the home to school distance.

If parents/carers have more than one property they may be required to provide proof of the normal place of residence for the child.

**Note 6:** The distance will be measured in a straight line from the child's home address to the designated entrance(s) of the school using a computerised measuring system (GIS) and geographical reference points as provided by the National Land and Property Gazetteer (NLPG). Those living closer to the school will receive higher priority.

If a child lives in a shared property such as flats, the geographical references will determine the start point within the property boundaries to be used for distance calculation purposes.

Distance measurements can be obtained using various internet sources however these do not replicate the system used by Croydon Council. Additionally, the distance measurement which can be obtained from the Croydon website using the 'Find It' link on the home page will not always be identical to that of the measurement obtained using the Croydon school admissions measuring tool (known as GIS) as the 'Find It' link is set up to measure to a range of council facilities and is not set up to measure for school admission purposes. It also does not give measurements to three decimal points.

## **Note 7: Education, Health and Care Plan or Statement of Special Educational Needs**

An Education, Health and Care plan (EHCP) is an integrated support plan for children and young people with complex special needs and disabilities. The plan gives a detailed description of the range of difficulties a child is facing and the level and type of provision required to help the child make progress and achieve positive outcomes.

### **Child minding arrangements:**

Child-minding cannot be taken into account when allocating places at oversubscribed community schools.

### **Children attending a nursery class attached to an infant or primary school**

Parents of children attending the nursery class at an infant or primary school must apply for a reception class place in the usual way. These children are not guaranteed a reception place at the school where they are attending the nursery class.

All applications are considered strictly in accordance with a school's admission criteria. Unless otherwise stated, children on the roll of a school's nursery class are not given priority admission into a reception class.

### **Twins/triplets or other multiple births for admission into an infant class**

If you are applying for twins, or children from a multiple birth, and there is only one place available at the school, legislation allows us to admit them all i.e. all siblings from a multiple birth.

### **Waiting lists**

If you are offered a place at a school and you have also expressed a higher preference for another school or other schools, you will not be placed on the waiting list for your higher preference school/schools. You may request for your child to be added to the waiting list by completing the 'waiting list request' form available on the website.

Waiting lists for community schools are held for the first term of the reception year and thereafter, applicants are required to complete the local authority's in-year common application form (ICAF) if they wish to remain on the waiting list.

In-year waiting lists are maintained for one academic year and applicants who have been unsuccessful for their preferred school(s) and who wish to remain on the waiting list are required to re-apply the following academic year.

## Admission of children below compulsory school age deferred entry to school

Parents can defer the date their child is admitted to the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which the application was made. Parents can also take up a part-time place until later in the school year but not beyond the point at which they reach compulsory school age.

A child reaches compulsory school age the term after their fifth birthday. Therefore, if you are offered a reception class place at a school, you can opt to defer your child's start date, but they MUST start full time school following their fifth birthday y the dates given below:

- Children born on or between 1 September and the end of December must start full time school by the beginning of the spring term in January
- Children born from 1 January to the end of March must start full time school on 1 April
- Children born from 1 April to the end of August must start school at the beginning of the autumn term in September

The local authority's expectation is that a child born between 1 April and 31 August should start the reception class at the beginning of the summer term at the latest. However, parents may choose that their child does not start school until the September (beginning of the autumn term) following their fifth birthday. Parents must note the place cannot be held open beyond the summer term, this will mean that as their child will be a year one pupil when they join, parents will need to apply for a year one school place, using the in-year application form.

## Admission of children outside their normal age group

Parents may request that their child is exceptionally admitted outside their normal age group. The admission authority will decide whether or not the individual child's circumstances make this appropriate on educational grounds.

*It is the expectation of Croydon Council that a child is educated alongside his/her age equivalent peers, in almost all cases. We would strongly advise that all children enter into their normal year group. The responsibility for addressing individual educational needs lies with the school through an appropriately differentiated and enriched curriculum.*

All requests to educate a child outside their normal year group must include written explanation of why this is necessary and where applicable, evidence of the child's circumstances from a relevant professional detailing the child's educational need which makes education outside the normal age group necessary.

Decisions are made on the basis of the circumstances of each case and in the best interest of the child. This includes taking account of the following:

- Parents' views
- Information relating to the child's academic, social and emotional development, where relevant medical history and the views of a medical professional
- Any previous history of being educated outside of their normal age group
- If a child may naturally have fallen into a lower age group if it were not for being born prematurely
- Views of the head teacher of the school(s) concerned

# Proposed Primary and Junior Co-ordinated Scheme - 2018/19

## PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

Template LA Schemes for Co-ordination of Admissions to Reception/Junior in Maintained Schools and Academies in 2018/19

### Contents

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- Page 4: Template scheme for co-ordination of admissions to Reception in September 2018
- Page 14: Content of Common Application Form - Reception Scheme (Schedule 1)
- Page 15: Template outcome letter -Reception Scheme (Schedule 2)
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## PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

### Template LA Schemes for Co-ordination of Admissions to Reception/Junior in 2018/19

#### Definitions used in the template schemes

“the Application Year”	the academic year in which the parent makes an application (i.e. in relation to the academic year of entry, the academic year preceding it).
“the Board”	the Pan-London Admissions Executive Board, which is responsible for the Scheme.
“the Business User Guide (BUG)”	the document issued annually to participating LAs setting out the operational procedures of the Scheme.
“the Common Application Form”	this is the form that each authority must have under the Regulations for parents to use to express their preferences, set out in rank order.
“the Equal Preference System”	the model whereby all preferences listed by parents on the Common Application Form are considered under the over-subscription criteria for each school without reference to parental rankings. Where a pupil is eligible to be offered a place at more than one school within an LA, or across more than one participating LA, the rankings are used to determine the single offer by selecting the school ranked highest of those which can offer a place.
“the Highly Recommended Elements”	the elements of the Template Scheme that are not mandatory but to which subscription is strongly recommended in order to maximise co-ordination and thereby simplify the application process as far as possible.
“the Home LA”	the LA in which the applicant/parent/carer is resident.
“the LIAAG Address Verification Register”	the document containing the address verification policy of each participating LA.



“the Local Admission System (LAS)”	the IT module for administering admissions in each LA and for determining the highest offer both within and between participating LAs.
“the London E-Admissions Portal”	the common online application system used by the 33 London LAs and Surrey County Council.
“the Maintaining LA”	the LA which maintains a school, or within whose area an academy is situated, for which a preference has been expressed.
“the Mandatory Elements”	those elements of the Template Scheme to which authorities must subscribe in order to be considered as ‘Participating Authorities’ and to benefit from use of the Pan-London Register.
“the Notification Letter”	the agreed form of letter sent to applicants on the Prescribed Day which communicates any determination granting or refusing admission to a primary or secondary school, which is attached as Schedule 2.
“the Prescribed Day”	the day on which parents/carers outcome are notified of their outcome. 16 April (Primary) in the year following the relevant determination year except that, in any year in which that day is not a working day, the prescribed day shall be the next working day.
“the Pan-London Register (PLR)”	the database which will sort and transmit application and outcome data between the LAS of each participating LA.
“the Pan-London Timetable”	the framework for processing of application and outcome data, which is attached as Schedule 3.
“the Participating LA”	any LA that has indicated in the Memorandum of Agreement that they are willing to incorporate, at a minimum, the mandatory elements of the Template LA Scheme presented here.
“the Qualifying Scheme”	the scheme which each LA is required to formulate in accordance with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, for co-ordinating arrangements for the admission of children to maintained primary and secondary schools and academies.

## PAN- LONDON CO-ORDINATED ADMISSIONS SYSTEM

### Template LA Scheme for Co-ordination of Admissions to Reception/Junior in 2018/19

*All the numbered sections contained in this scheme are mandatory except those marked with an\* which are highly recommended. The information included in the paragraphs in italics apply specifically to Croydon.*

#### Applications

1. Applications from residents of Croydon LA will be made on Croydon LA's Common Application Form, which will be available and able to be submitted on-line. This will include all the fields and information specified in Schedule 1 to this Template LA Scheme. These will be supplemented by any additional fields and information which are deemed necessary by Croydon LA to enable the admission authorities in the LA area to apply their published oversubscription criteria.
2. Croydon LA will take all reasonable steps to ensure that every parent/carer who is resident in Croydon LA and has a child in a nursery class within a maintained school, either in Croydon LA or any other maintaining LA, is able to access a copy of Croydon LA's 'Admissions to primary schools' prospectus and Common Application Form, including details of how to apply online. Croydon LA also uses Decaux boards, libraries, GP surgeries and schools to advertise the closing date for applications. Additionally, an early years' event is held in the town centre in October every year and Croydon LA offers parents support and assistance with their online application at schools and its offices.
3. The admission authorities within Croydon LA will not use supplementary information forms except where the information available through the Common Application Form is insufficient for consideration of the application against the published oversubscription criteria. Where supplementary information forms are used by the admissions authorities within Croydon LA, Croydon LA will seek to ensure that these only collect information which is required by the published oversubscription criteria, in accordance with paragraph 2.4 of the School Admissions Code 2014.
4. Where supplementary information forms are used by admission authorities in Croydon LA, they will be available on Croydon LA's website, on the school's website, or a paper copy of the supplementary information form can be requested directly from the school. Such forms will advise parents that they must also complete their home LA's Common Application Form. Croydon admission prospectus and website will indicate which schools in Croydon LA require supplementary forms to be completed and where they can be obtained.

5. Where a school in Croydon LA receives a supplementary information form, Croydon LA will not consider it to be a valid application unless the parent/carer has also listed the school on their home LA's Common Application Form, in accordance with paragraph 2.3 of the School Admissions Code 2014.
6. \*Applicants will be able to express a preference for up to six maintained primary schools or academies within and/or outside the Home LA.
7. The order of preference given on the Common Application Form will not be revealed to a school within the area of Croydon LA to comply with paragraph 1.9 of the School Admissions Code 2014. However, where a parent resident in Croydon LA expresses a preference for schools in the area of another LA, the order of preference for that LA's schools will be revealed to that LA in order that it can determine the highest ranked preference in cases where an applicant is eligible for a place at more than one school in that LA's area.
8. Croydon LA undertakes to carry out the address verification process as defined in the Pan-London Coordinated Admissions Scheme. This will in all cases include validation of resident applicants against Croydon LA's maintained nursery and primary school data and the further investigation of any discrepancy. Where Croydon LA is not satisfied as to the validity of an address of an applicant whose preference has been sent to a maintaining LA, it will advise the maintaining LA no later than **16 February 2018**.
9. Croydon LA will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is a 'Child Looked After' and will provide evidence to the maintaining LA in respect of a preference for a school in its area by **2 February 2018**.
10. Croydon LA will advise a maintaining LA of the reason for any preference expressed for a school in its area, in respect of a resident child born outside of the correct age cohort, and will forward any supporting documentation to the maintaining LA by **2 February 2018**.

## Processing

11. Applicant residents within Croydon LA must submit their online Common Application Form to Croydon LA by **15 January 2018**.
12. *Supplementary Information Forms for schools in Croydon LA must be returned directly to the relevant school by the date specified by the school.* Under the requirements of the scheme, parents/carers will not have to complete a supplementary information form where this is not strictly required for the governing body to apply their admission criteria or where this is not a requirement in a school's admission arrangements.

13. *Schools that require a supplementary information form will check that a supplementary information form has been completed for each child. Schools will contact parents/carers who have not completed a supplementary information form. Schools will also check that parents/carers who have completed a supplementary information form have completed the home LA's Common Application Form. If a parent has not completed a Common application Form, schools will share this information with Croydon LA.*
14. *Croydon LA will send admission authorities details of their applications on **09 February 2018**.*
15. *Any changes to the preferences or the order of preference on a Common Application Form made after **15 January 2018** will usually mean that the application will be treated as late by Croydon LA (see paragraphs 41 to 46 for more details on late applications).*
16. Application data relating to all preferences for schools in the area of a participating LA, which have been expressed within the terms of Croydon LA's scheme, will be up-loaded to the PLR by **5 February 2018**. Supplementary information provided with the Common Application Form will be sent to maintaining LAs by the same date.
17. *Alternative arrangements will be made by Croydon LA to forward applications and supporting information securely to non-participating LAs.*
18. Croydon LA shall, in consultation with the admission authorities within Croydon LA's area and within the framework of the Pan-London timetable in Schedule 3B, determine its own timetable for the processing of preference data and the application of published oversubscription criteria.
19. \*Croydon LA will accept late applications only if they are late for a good reason, deciding each case on its own merits. *The latest date that an application that is late for good reason can be accepted for a resident of Croydon LA is **09 February 2018**.*
20. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. Croydon LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.
21. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **12 February 2018**.
22. \*Where an applicant moves from one participating home LA to Croydon LA after submitting an on-time application under the terms of the former home LA's scheme, Croydon LA will accept the application as on-time up to **12 February 2018**, on the basis that an on-time application already exists within the Pan-London system.

23. Croydon LA will participate in the application data checking exercise scheduled between **13 and 19 February 2018** in the Pan-London timetable in Schedule 3B.
24. All preferences for schools within Croydon LA will be considered by the relevant admission authorities without reference to rank order in accordance with paragraph 1.9 of the School Admissions Code 2014. When the admission authorities within Croydon LA have provided a list of applicants in criteria order to Croydon LA, Croydon LA shall, for each applicant to its schools for whom more than one potential offer is available, use the highest ranked preference to decide which single potential offer to make. This is the 'Equal Preference System'.
25. *Own Admission authority schools must provide Croydon LA with the electronic list of their applicants in criteria order by **02 March 2018**.*
26. Croydon LA will carry out all reasonable checks to ensure that pupil rankings are correctly held in its LAS before uploading data to the PLR.
27. Croydon LA will upload the highest potential offer available to an applicant for a maintained school or academy in Croydon LA to the PLR by **15 March 2018**. The PLR will transmit the highest potential offer specified by the Maintaining LA to the Home LA.
28. The LAS of Croydon LA will eliminate, as a Home LA, all but the highest ranked offer where an applicant has more than one potential offer across Maintaining LAs submitting information within deadline to the PLR. This will involve exchanges of preference outcomes between the LAS and the PLR (in accordance with the iterative timetable published in the Business User Guide) which will continue until notification that a steady state has been achieved, or until **23 March 2018** if this is sooner.
29. Croydon LA will not make any additional offers between the end of the iterative process and **16 April 2018** which may impact on an offer being made by another participating LA.
30. Notwithstanding paragraph 29, if an error is identified within the allocation of places at one of Croydon LA's schools, Croydon LA will attempt to manually resolve the allocation to correct the error. Where this impacts on another LA (either as a home or maintaining LA) Croydon LA will liaise with that LA to attempt to resolve the correct offer and any multiple offers which might occur. However, if another LA is unable to resolve a multiple offer, or if the impact is too far reaching, Croydon LA will accept that the applicant(s) affected might receive a multiple offer.
31. Croydon LA will participate in the offer data checking exercise scheduled between **26 March and 9 April 2018** in the Pan-London timetable in Schedule 3B.

32. Croydon LA will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than **11 April 2018**. (33 London LAs & Surrey LA only).

## Offers

33. Croydon LA will ensure, so far as is reasonably practical, that each resident applicant who cannot be offered a place at one of the preferences expressed on the Common Application Form, receives the offer of an alternative school place. *This will usually be the nearest school to the child's home address which has a place available.*
34. Croydon LA's notification of the outcome will include the information set out in Schedule 2.
35. On **16 April 2018**, all resident applicants who applied online will be able to view their outcome online as well as accept or decline their offer. Croydon LA will not send outcome letters by post.
36. Croydon LA will inform all resident applicants of their highest offer of a school place and, where relevant, the reasons why higher preferences were not offered, whether they were for schools in the Home LA or in other participating LAs.
37. Croydon LA's notification information will include the information set out in Schedule 2.
38. Croydon LA will, on **16 April 2018**, publish online the outcome of resident applications. Resident applicants who applied online will be able to view the result of their application online as well as accept or decline their offer. *Croydon LA will not send out outcome letters in the post.*
39. *Resident applicants who are not successful in their application will be offered the right to appeal.*
40. \*Croydon LA will provide nursery and primary schools with destination data of its resident applicants by the end of the Summer term 2018.

## Late applications

41. *\*Croydon LA will accept late applications as 'on-time' only if they are late for a good reason, deciding each case on its own merits. Examples of what will be considered as 'good reason' include when a single parent has been ill for some time, or has been dealing with the death of a close relative; a family who has just moved into the area or is returning from abroad (proof of ownership or tenancy of a property within Croydon LA will be required in these cases). Other circumstances will be considered and each case decided on its own merits and it is expected that all requests of this nature will be supported with evidence from someone independent of the applicant.*

42. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. Croydon LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.
43. *The latest date that an application, that is late for good reason, can be accepted for a resident of Croydon LA will be the **09 February 2018**. The date for an out-borough resident is fixed by the relevant home LA and is likely to be different for authorities outside the PAN London scheme.*
44. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **12 February 2018**.
45. \*Where an applicant moves from one participating home LA to Croydon LA after submitting an on-time application under the terms of the former home LA's scheme, Croydon LA will accept the application as on-time up to **09 February 2018**, on the basis that an on-time application already exists within the Pan-London system.
46. *Applications which are late for no good reason and those that are received after 09 February 2018 but before 16 April 2018 will not be considered in the initial allocation round but will be allocated after all on-time preferences have been processed. If the application is from a resident of Croydon LA and they cannot be offered a place at one of their preferences, they will be considered for a place at other maintained schools in Croydon LA with vacancies, in accordance with the school's admissions criteria, after all unplaced on-time applicants have been considered. If the application is from a resident of another LA, their application will only be considered for the schools to which they have applied.*

## Post Offer

47. Croydon LA will request that resident applicants accept or decline the offer of a place by **30 April 2018**, or within two weeks of the date of any subsequent offer.
48. *If resident applicants do not respond by this date, Croydon LA or the school, where it is its own admission authority, will make every reasonable effort to contact the applicant to find out whether or not they wish to accept the place. Only where the applicant fails to respond and the admission authority can demonstrate that every reasonable effort has been made to contact the applicant, will the offer of a place be withdrawn.*
49. Where an applicant resident in Croydon LA accepts or declines a place in a school maintained by another LA by **30 April 2018**, Croydon LA will forward the information to the maintaining LA by **8 May 2018**. Where such information is received from applicants after **30 April 2018**, Croydon LA will pass it to the maintaining LA as it is received.

50. Where a place becomes available in an oversubscribed maintained school or academy in Croydon LA's area, it will be offered from a waiting list ordered in accordance with paragraph 2.14 of the School Admissions Code 2014.
51. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school or Academy in Croydon LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.
52. When acting as a maintaining LA, Croydon LA and the admission authorities within it, will not inform an applicant resident in another LA that a place can be offered.
53. When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered.
54. When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in Croydon LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.
55. When acting as a home LA, when Croydon LA has agreed to a change of preference order for good reason, it will inform any maintaining LA affected by the change. In such cases, paragraphs 52 and 53 shall apply to the revised order of preferences.
56. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.
57. When acting as a maintaining LA, Croydon LA will accept new applications (including additional preferences) from home LAs for maintained schools and academies in its area.
58. *Acceptances and declines from out-borough residents will be passed onto the appropriate schools once received by Croydon LA.*
59. Croydon LA's admission authorities will maintain a waiting list for at least one term until 31 December 2018. Croydon LA will not automatically place children who have been unsuccessful for higher preference schools on the waiting list. Croydon LA's residents must make a written request to Croydon LA if they wish to be added to the waiting list for a higher preference school. Croydon LA will accept waiting lists requests from other LAs' residents through the maintaining LA.



## Waiting lists

*Croydon LA will maintain waiting lists for each school in its area with the exception of Voluntary Aided Schools who will maintain their own waiting lists. Applicants on the waiting list will be notified by Croydon LA if a place becomes available and will be asked to confirm their acceptance. Where the place is accepted, any lower preference previously offered will be withdrawn.*

60. Resident Applicants who receive an offer at their first preference school are not permitted to be placed onto a waiting list for a lower preference school unless there has been a change in circumstances which would need to be supported with relevant evidence. *In accordance with the Pan London agreement and to ensure that Croydon meets its duty to continue to coordinate admissions beyond National Offer Day and comply with the parents' highest possible preference, Croydon will ensure that waiting lists do not contain lower ranked preferences except where it has received a parent's request for a child to be placed on the waiting list for a lower preference school.*

First preference offers will be automatically recorded as accepted. Parents are required to notify Croydon LA in writing if they wish to decline an offer.

61. Resident applicants who are unsuccessful in receiving an offer at one of their preferred schools will be given the opportunity to make late applications to schools they did not originally apply for.
62. Applications received after 16 April 2018 will be added to the waiting lists for the schools in Croydon LA. Waiting lists will be ordered in accordance with each school's admission criteria.
63. Admission authorities for each school within Croydon LA will share details of their waiting lists with Croydon LA.
64. When a vacancy occurs at a school within Croydon LA, the first child on the waiting list will be considered for the place. Croydon LA will liaise with the admissions authority for the school and advise the parent/carer or home LA of the offer.
65. Where the first child is a resident of Croydon LA, Croydon LA will issue notification of the outcome to the parent, provided that the school is ranked higher on the Common Application Form than any other school already offered.

66. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school in Croydon LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.
67. When acting as a maintaining LA, Croydon will not inform an applicant resident in another LA that a place can be offered.
68. Admission authorities within Croydon LA will not inform any applicant that a place can be offered.
69. When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered.
70. When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in Croydon LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.
71. When acting as a home LA, when Croydon LA has agreed to a change of preference order for good reason, it will inform any maintaining LA affected by the change. In such cases, paragraphs 69 and 70 shall apply to the revised order of preferences.
72. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.
73. Waiting lists for schools in Croydon LA will be held for the first term of the Reception Year only, until **31 December 2018**. Applicants wishing to remain on a school's waiting list after this date must apply using the LA or school's In-Year Application Form in accordance with each admission authority's arrangements. This is to ensure that Croydon LA has the most up to date information for an applicant, including proof of address correct as at the time of the new application.
74. Waiting lists will be maintained and places allocated, as they become available, in accordance with each admissions authority's published admission and oversubscription criteria, and without regard to the date the application was received or when a child's name was added to the waiting list.

## Applications for places in Reception after 31 December 2018 and applications to year groups other than to the Reception class.

75. Applications for places in Reception after **31 December 2018** and to year groups other than the normal year of entry to primary school will be treated as in-year admissions (except in the case of applications for transfer from Year 2 in infant schools to Year 3 in junior schools – please refer to Croydon’s primary prospectus ‘Admissions to primary schools 2018/19’ for more information).
76. Applications will be made and considered in line with the local Authority’s admission arrangements. Please refer to Croydon’s website and in-year guidance for more information.
77. Once an offer is made applicants will only be added to a waiting list if the parent/carer requests this in writing.

### Appeals

If parents wish to lodge an appeal they must contact the admission authority for the school (which will either be the LA in which the school is situated or the school itself).

# PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

## SCHEDULE 1

### Minimum Content of Common Application Form for Admissions to Reception/Junior in 2018/19

#### Child's details:

Surname  
Forename(s)  
Middle name(s)  
Date of Birth  
Gender  
Home address  
Name of current school  
Address of current school (if outside home LA)

#### Parent's details:

Title  
Surname  
Forename  
Address (if different to child's address)  
Telephone Number (Home, Daytime, Mobile)  
Email address  
Relationship to child

#### Preference details (x 6 recommended):

Name of school  
Address of school  
Preference ranking  
Local authority in which the school is based

#### Additional information:

Reasons for Preferences (including any medical or social reasons)  
Does the child have an Education, Health and Care Plan Y/N\*  
Is the child a 'Child Looked After (CLA)'? Y/N  
Is the child formerly CLA but now adopted or subject of a 'Child Arrangements Order or 'Special Guardianship Order'? Y/N  
If yes, name of responsible local authority  
Surname of sibling  
Forename of sibling  
DOB of sibling  
Gender of sibling  
Name of school sibling attends

#### Other:

Signature of parent or guardian  
Date of signature

\* Where an LA decides not to request this information on the CAF, it must guarantee that no details of a child with an Education, Health and Care Plan will be sent via the PLR.

# PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

## SCHEDULE 2

### Template Outcome Letter for Admissions to Reception/Junior in 2018/19

From: Home LA

Date: **16 April 2018** (prim)

Dear Parent,

Application for a Primary/Junior School

*I am writing to let you know the outcome of your application for a primary school. Your child has been offered a place at X School. The school will write to you with further details.*

I am sorry that it was not possible for your child to be offered a place at any of the schools which you listed as a higher preference on your application form. For each of these schools there were more applications than places, and other applicants has a higher priority than your child under the school's published admission criteria.

*Offers which could have been made for any schools which you placed lower in your preference list, were automatically withdrawn under the co-ordinated admission arrangements, as a higher preference has been offered.*

If you would like more information about the reason that your child was not offered a place at any higher preference school, you should contact the admission authority that is responsible for admissions to the school within the next few days. Details of the different admission authorities for schools in the borough of X are attached to this letter. If the school is outside the borough of X, the admission authority will either be the borough in which the school is situated, or the school itself.

You have the right of appeal under the School Standards & Framework Act 1998 against the refusal of a place at any of the schools for which you have applied. If you wish to appeal, you must contact the admission authority for the school within the next few days to obtain the procedure and the date by which an appeal must be received by them.

*Please would you confirm that you wish to accept the place at X School by completing the reply slip below. If you do not wish to accept the place, you will need to let me know what alternative arrangements you are making for your child's education.*

You must contact this office if you wish to apply for any other school, either in this borough or elsewhere.

*Please return the reply slip to me by **30 April 2018** (prim). If you have any questions about this letter, please contact me on \_\_\_\_\_.*

Yours sincerely

*(First preference offer letters should include the paragraphs in italics only)*

# PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

## SCHEDULE 3B

### Timetable for Admissions to Reception/Junior in 2018/19

Sun 15 Jan 2018	Statutory deadline for receipt of applications.
Fri 02 Feb 2018	Deadline for receipt of evidence confirming the status of a child looked after.
Mon 5 Feb 2018	Deadline for the transfer of application information by the Home LA to the PLR.
Fri 9 Feb 2018	Deadline for receipt of late applications with good reason.
Fri 12 Feb 2018	Deadline for the upload of late applications to the PLR.
Tues 13 – Tues 20 Feb 2018	Checking of application data.
Thu 15 Mar 2018	Deadline for the transfer of potential offer information from the Maintaining LAs to the PLR.
Fri 23 Mar 2018	Final offer information file to PLR.
Mon 26 Mar- Mon 9 Apr 2018	Checking of offer data.
Weds 11 Apr 2018	Deadline for offer information file to be uploaded to E-admissions portal.
Mon 16 April 2018	Outcomes published online.
Mon 30 Apr 2018	Deadline for receipt of acceptances.
Tue 8 May 2018	Deadline for transfer of acceptances to maintaining Las.
Mon 31 Dec 2018	Reception class waiting lists close.

# Proposed Secondary Co-ordinated scheme 2018/19

## PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

Template LA Scheme for Co-ordination of Admissions to Year 7 in Maintained  
Schools and Academies in 2018/19

### Contents

- Page 2: Definitions used in this document
- Page 4: Template scheme for co-ordination of admissions to Year 7 in September  
2018
- Page 11: Content of Common Application Form -Year 7 Scheme (Schedule 1)
- Page 12: Template outcome letter -Year 7 Scheme (Schedule 2)
- Page 14: Timetable for Year 7 Scheme (Schedule 3A)



Template LA Scheme for Co-ordination of Admissions to Year 7 in 2018/19

Definitions used in the template schemes

“the Application Year”	the academic year in which the parent makes an application (i.e. in relation to the academic year of entry, the academic year preceding it).
“the Board”	the Pan-London Admissions Executive Board, which is responsible for the Scheme.
“the Business User Guide (BUG)”	the document issued annually to participating LAs setting out the operational procedures of the Scheme.
“the Common Application Form”	this is the form that each authority must have under the Regulations for parents to use to express their preferences, set out in rank order.
“the Equal Preference System”	the model whereby all preferences listed by parents on the Common Application Form are considered under the over-subscription criteria for each school without reference to parental rankings. Where a pupil is eligible to be offered a place at more than one school within an LA, or across more than one participating LA, the rankings are used to determine the single offer by selecting the school ranked highest of those which can offer a place.
“the Highly Recommended Elements”	the elements of the Template Scheme that are not mandatory but to which subscription is strongly recommended in order to maximise co-ordination and thereby simplify the application process as far as possible.
“the Home LA”	the LA in which the applicant/parent/carer is resident.
“the LIAAG Address Verification Register”	the document containing the address verification policy of each participating LA.
“the Local Admission System (LAS)”	the IT module for administering admissions in each LA and for determining the highest offer both within and between participating LAs.

“the London E-Admissions Portal”	the common online application system used by the 33 London LAs and Surrey County Council.
“the Maintaining LA”	the LA which maintains a school, or within whose area an academy is situated, for which a preference has been expressed.
“the Mandatory Elements”	those elements of the Template Scheme to which authorities <b>must</b> subscribe in order to be considered as ‘Participating Authorities’ and to benefit from use of the Pan-London Register.
“the Notification Letter”	the agreed form of letter sent to applicants on the Prescribed Day which communicates any determination granting or refusing admission to a primary or secondary school, which is attached as Schedule 2.
“the Prescribed Day”	the day on which parents/carers are notified of their outcome. 1 March (secondary) in the year following the relevant determination year except that, in any year in which that day is not a working day, the prescribed day shall be the next working day.
“the Pan-London Register (PLR)”	the database which will sort and transmit application and outcome data between the LAS of each participating LA.
“the Pan-London Timetable”	the framework for processing of application and outcome data, which is attached as Schedule 3.
“the Participating LA”	any LA that has indicated in the Memorandum of Agreement that they are willing to incorporate, at a minimum, the mandatory elements of the Template LA Scheme presented here.
“the Qualifying Scheme”	the scheme which each LA is required to formulate in accordance with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, for co-ordinating arrangements for the admission of children to maintained primary and secondary schools and academies.

## PAN LONDON CO-ORDINATED ADMISSIONS SYSTEM

### Template Scheme for Co-ordination of Admissions to Year 7 in 20/18/19

*All the numbered sections contained in this scheme are mandatory except those marked with an\* which are highly recommended. The information included in the paragraphs in italics apply specifically to Croydon.*

#### Applications

1. Croydon LA will advise home LAs of their resident pupils on the roll of Croydon LA's maintained primary schools and academies who are eligible to transfer to secondary school in the forthcoming academic year.
2. Applications from residents of Croydon LA will be made on Croydon LA's Common Application Form, which will be available and able to be submitted on-line. This will include all the fields and information specified in Schedule 1 to this Template LA Scheme. These will be supplemented by any additional fields and information which are deemed necessary by Croydon LA to enable the admission authorities within Croydon LA to apply their published oversubscription criteria.
3. Croydon LA will take all reasonable steps to ensure that every parent/carer who is resident in Croydon LA and has a child in their last year of primary education within a maintained school, either in Croydon LA or any other maintaining LA, has access to Croydon's admissions prospectus and Common Application Form, including details of how to apply online. The admissions prospectus will also be available to parents/carers who do not live in Croydon LA, and will include information on how they can access their home LA's Common Application Form.
4. The admission authorities within Croydon LA will not use supplementary information forms except where the information available through the Common Application Form is insufficient for consideration of the application against the published oversubscription criteria. Where supplementary information forms are used by the admissions authorities within Croydon LA, Croydon LA will seek to ensure that these only collect information which is required by the published oversubscription criteria, in accordance with paragraph 2.4 of the School Admissions Code 2014.
5. Where supplementary information forms are used by admission authorities in Croydon LA, they will either be available on the school's website, on Croydon LA's website or a paper copy of the supplementary information form can be requested from the school directly. Such forms will advise parents that they must also complete their home LA's Common Application Form. Croydon LA's admission prospectus and website will indicate which schools in Croydon LA

require supplementary forms to be completed and where they can be obtained.

6. Where an admission authority in Croydon LA receives a supplementary information form, Croydon LA will not consider it to be a valid application unless the parent/carer has also listed the school on their home LA's Common Application Form, in accordance with paragraph 2.3 of the School Admissions Code 2014.
7. \*Applicants will be able to express a preference for six maintained secondary schools or Academies within and/or outside the Home LA.
8. *Croydon LA will advise applicants that they will receive no more than one offer of a school place on 1 March 2018. Applicants will also be advised that a place will be offered at the highest preference school for which they are eligible for a place. If the parent nominates a school in a non PAN London LA, Croydon LA will pass relevant details on to that authority, and will make every reasonable effort to resolve any multiple offers with them.*
9. The order of preference given on the Common Application Form will not be revealed to a school within the area of Croydon LA in accordance with paragraph 1.9 of the School Admissions Code 2014. However, where a parent resident in Croydon LA expresses a preference for schools in the area of another LA, the order of preference for that LA's schools will be revealed to that LA in order that it can determine the highest ranked preference in cases where an applicant is eligible for a place at more than one school in that LA's area.
10. Croydon LA undertakes to carry out the address verification process as defined in the Pan-London Coordinated Admissions Scheme. This will in all cases include validation of resident applicants against Croydon LA's primary school data and the further investigation of any discrepancy using Council Tax and Electoral Register records. Where Croydon LA is not satisfied as to the validity of an address of an applicant whose preference has been sent to a maintaining LA, it will advise the maintaining LA no later than **11 December 2017**.
11. Croydon LA will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is a 'Child Looked After' and will provide evidence to the maintaining LA in respect of a preference for a school in its area by **14 November 2017**.
12. Croydon LA will advise a maintaining LA of the reason for any preference expressed for a school in its area, in respect of a resident child born outside of the correct age cohort, and will forward any supporting documentation to the maintaining LA by **14 November 2017**.

## Processing

13. Applicant resident within Croydon LA must return the Common Application Form, which will be available and able to be submitted on-line, to Croydon LA by **31 October 2017**. However, Croydon LA will publish information which encourages applicants to submit their application by **20 October 2017 (i.e. the Friday before half term)**, to allow it sufficient time to process and check all applications before the mandatory date when data must be sent to the PLR.
14. Application data relating to all preferences for schools in the area of a participating LA, which have been expressed within the terms of Croydon LA's scheme, will be up-loaded to the PLR by **14 November 2017**. Supporting documentation provided with the Common Application Form will be sent to maintaining LAs by the same date.
15. Croydon LA shall, in consultation with the admission authorities within its area and within the framework of the Pan-London timetable in Schedule 3A, determine and state its own timetable for the processing of preference data and the application of published oversubscription criteria.
16. *Supplementary information forms must be returned directly to the relevant school by the date specified by the school.* Under the requirements of the scheme, parents/carers will not have to complete a supplementary information form where this is not strictly required for the governing body to apply their admission criteria or where this is not a requirement in a school's admission arrangements.
17. *Croydon LA will send admission authorities details of their applications on **17 November 2017**. Schools that require a supplementary form will check that a supplementary form has been completed for each child and will contact parents/carers who have not completed a supplementary information form. Schools will also check that parents/carers who have completed a supplementary information form have completed their home LA's Common Application Form. If a parent has not completed a Common Application Form, schools will share this information with Croydon LA.*
18. \*Croydon LA will accept late applications only if they are late for a good reason, deciding each case on its own merits. *The latest date that an application that is late for good reason can be accepted for a resident of Croydon LA is **11 December 2017**.*
19. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. Croydon LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.

20. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **11 December 2017**.
21. Where an applicant moves from one participating home LA to another after submitting an on-time application under the terms of the former home LA's scheme, the new home LA will accept the application as on-time up to **11 December 2017**, on the basis that an on-time application already exists within the Pan-London system.
22. *Applications which are late for no good reason and applications received after **11 December 2017** but before **1 March 2018** will be considered after all on-time applications have been processed.*
23. Croydon LA will participate in the application data checking exercise scheduled between **12 December 2017 and 2 January 2018** in the Pan-London timetable in Schedule 3A.
24. All preferences for schools within Croydon LA will be considered by the relevant admission authorities without reference to rank order to comply with paragraphs 1.9 of the School Admissions Code 2014. When the admission authorities within Croydon LA have provided a list of applicants in criteria order to Croydon LA, Croydon LA shall, for each applicant to its schools for whom more than one potential offer is available, use the highest ranked preference to decide which single potential offer to make. This is the 'Equal Preference System'.
25. *Schools must provide Croydon LA with an electronic list of their applicants ranked in criteria order by **15 January 2018**.*
26. Croydon LA will carry out all reasonable checks to ensure that pupil rankings are correctly held in its LAS before uploading data to the PLR.
27. Croydon LA will upload the highest potential offer available to an applicant for a maintained school or academy in Croydon LA to the PLR by **2 February 2018**. The PLR will transmit the highest potential offer specified by the Maintaining LA to the Home LA.
28. The LAS of Croydon LA will eliminate, as a Home LA, all but the highest ranked offer where an applicant has more than one potential offer across Maintaining LAs submitting information within deadline to the PLR. This will involve exchanges of preference outcomes between the LAS and the PLR (in accordance with the iterative timetable published in the Business User Guide) which will continue until notification that a steady state has been achieved, or until **15 February 2018** if this is sooner.
29. Croydon LA will not make an additional offer between the end of the iterative process and **1 March 2018** which may impact on an offer being made by another participating LA.

30. Notwithstanding paragraph 24, if an error is identified within the allocation of places at one of Croydon LA's schools, Croydon LA will attempt to manually resolve the allocation to correct the error. Where this impacts on another LA (either as a home or maintaining LA) Croydon LA will liaise with that LA to attempt to resolve the correct offer and any multiple offers which might occur. However, if another LA is unable to resolve a multiple offer, or if the impact is too far reaching, Croydon LA will accept that the applicant(s) affected might receive a multiple offer.
31. Croydon LA will participate in the offer data checking exercise scheduled between **16 and 22 February 2018** in the Pan-London timetable in Schedule 3A.
32. Croydon LA will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than **23 February 2018**. (33 London LAs & Surrey LA only).

## Offers

33. Croydon LA will ensure, so far as is reasonably practical, that each resident applicant who cannot be offered a place at one of the preferences expressed on the Common Application Form, receives the offer of an alternative school place. This will usually be the nearest school to the child's home address which has a place available, after the allocation of places.
34. Croydon LA will inform all resident applicants of their highest offer of a school place and, where relevant, the reasons why higher preferences were not offered, whether they were for schools in the Home LA or in other participating LAs.
35. Croydon LA's online notification will include the information set out in Schedule 2.
36. *On 1 March 2018, all resident applicants who applied online will be able to view their outcome online as well as accept or decline their offer. Croydon LA will not send outcome letters in the post.*
37. \*Croydon LA will provide primary schools with destination data of its resident applicants by the end of the Summer term 2018.

## Post Offer

38. Croydon LA will request that resident applicants accept or decline the offer of a place by **15 March 2018**, or within two weeks of the date of any subsequent offer.
39. Where an applicant resident in Croydon LA accepts or declines a place in a school within the area of another LA by **15 March 2018**, Croydon LA will forward the information to the maintaining LA by **22 March 2018**. Where such

information is received from applicants after **15 March 2018**, Croydon LA will pass it to the maintaining LA as it is received.

40. Where a place becomes available in an oversubscribed maintained school or academy in Croydon LA's area, it will be offered from a waiting list ordered in accordance with paragraph 2.14 of the School Admissions Code 2014.
41. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school or Academy in Croydon LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.
42. When acting as a maintaining LA, Croydon LA and the admission authorities within it, will not inform an applicant resident in another LA that a place can be offered.
43. When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered.
44. When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in Croydon LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.
45. When acting as a home LA, when Croydon LA has agreed to a change of preference order for good reason, it will inform any maintaining LA affected by the change. In such cases, paragraphs 42 and 43 shall apply to the revised order of preferences.
46. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.
47. When acting as a maintaining LA, Croydon LA will accept new applications (including additional preferences) from home LAs for maintained schools and academies in its area.
48. *Resident applicants who receive an offer at their first preference school are not permitted to be placed onto a waiting list for a lower preference school unless there has been a change in circumstances which would need to be supported with relevant evidence. In accordance with the Pan London agreement and to ensure that Croydon meets its duty to continue to coordinate admissions beyond National Offer Day and comply with the parents' highest possible preference, Croydon will ensure that waiting lists do not contain lower ranked preferences except where it has received a parent's request for a child to be placed on the waiting list for a lower preference school.*



49. *First preference offers will be automatically recorded as accepted. Parents are required to notify Croydon LA in writing if they wish to decline a first preference offer.*
50. Waiting lists will be maintained and places allocated, as they become available, in accordance with each admissions authority's published admission and oversubscription criteria, and without regard to the date the application was received or when a child's name was added to the waiting list.

## Waiting lists

Waiting lists will be maintained by Croydon secondary schools for at least one term until **31 December 2018** and places will be filled in accordance with each school's admission criteria. After this date, parents/carers will need to apply through the in-year application process if they wish their child to remain on a school's waiting list. Parents/carers must also refer to each school's admission policy for more information regarding the management of waiting lists. Parents/carers' enquiries regarding waiting list positions or appeal procedures must be made directly to the schools.

The PAN London Coordinated Admission Scheme ends on 31 August 2018. Applications for Year 7 received after this date will be treated as in-year applications. Please refer to Croydon Council's website and the in-year admissions guidance for more information.

## Appeals

Appeal hearings for secondary schools in Croydon are administered by the schools. Parents must contact the school directly to request the appeal form if they wish to lodge an appeal. If parents wish to lodge an appeal for a school situated outside of Croydon LA they must contact the admission authority (which will either be the LA in which the school is situated or the school itself).

## PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

### SCHEDULE 1

#### Minimum Content of Common Application Form for Admissions to Year 7 in 2018/19

##### Child's details:

Surname  
Forename(s)  
Middle name(s)  
Date of Birth  
Gender  
Home address  
Name of current school  
Address of current school (if outside home LA)

##### Parent's details:

Title  
Surname  
Forename  
Address (if different to child's address)  
Telephone Number (Home, Daytime, Mobile)  
Email address  
Relationship to child

##### Preference details (x 6 recommended):

Name of school  
Address of school  
Preference ranking  
Local authority in which the school is based

##### Additional information:

Reasons for Preferences (including any medical or social reasons)  
Does the child have an Education, Health and Care Plan Y/N\*  
Is the child a 'Child Looked After (CLA)'? Y/N  
Is the child formerly CLA but now adopted or subject of a 'Child Arrangements Order or 'Special Guardianship Order'? Y/N  
If yes, name of responsible local authority  
Surname of sibling  
Forename of sibling  
DOB of sibling  
Gender of sibling  
Name of school sibling attends

##### Other:

Signature of parent or guardian

\*Where an LA decides not to request this information on the CAF, it must guarantee that no details of a child with an Education, Health and Care Plan will be sent via the PLR.

## PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

### SCHEDULE 2

#### Template Outcome Letter for Admissions to Year 7 in 2018/19

From: Home LA

Date: **1 March 2018**  
(sec)

Dear Parent,

Application for a Secondary School

*I am writing to let you know the outcome of your application for a secondary/primary school. Your child has been offered a place at X School. The school will write to you with further details.*

I am sorry that it was not possible for your child to be offered a place at any of the schools which you listed as a higher preference on your application form. For each of these schools there were more applications than places, and other applicants has a higher priority than your child under the school's published admission criteria.

*Offers which could have been made for any schools which you placed lower in your preference list, were automatically withdrawn under the co-ordinated admission arrangements, as a higher preference has been offered.*

If you would like more information about the reason that your child was not offered a place at any higher preference school, you should contact the admission authority that is responsible for admissions to the school within the next few days. Details of the different admission authorities for schools in the borough of X are attached to this letter. If the school is outside the borough of X, the admission authority will either be the borough in which the school is situated, or the school itself.

You have the right of appeal under the School Standards & Framework Act 1998 against the refusal of a place at any of the schools for which you have applied. If you wish to appeal, you must contact the admission authority for the school within the next

few days to obtain the procedure and the date by which an appeal must be received by them.

*Please would you confirm that you wish to accept the place at X School by completing the reply slip below. If you do not wish to accept the place, you will need to let me know what alternative arrangements you are making for your child's education.*

You must contact this office if you wish to apply for any other school, either in this borough or elsewhere.

*Please return the reply slip to me by **15 March 2018 (sec)**. If you have any questions about this letter, please contact me on \_\_\_\_\_.*

Yours sincerely

PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME  
SCHEDULE 3A

**Timetable for Admissions to Year 7 in 2018/19**

Fri 20 Oct 2017	Published closing date (Friday before half-term)
Tues 31 Oct 2017	Statutory deadline for receipt of applications.
Fri 14 Nov 2017	Deadline for the transfer of application information by the Home LA to the PLR.  Deadline for receipt of evidence confirming the status of a child looked after.
Mon 11 Dec 2017	Deadline for the upload of late applications to the PLR.  Deadline for Croydon LA to validate applicant addresses and inform maintaining LA's of any addresses it has been unable to validate.
Tues 12 Dec 2017 – Tues 2 Jan 2018	Checking of application data.
Fri 2 Feb 2018	Deadline for the transfer of potential offer information from Maintaining LAs to the PLR.
Thu 15 Feb 2018	Final offer information file to PLR
Fri 16 – Thu 22 Feb 2018	Checking of offer data
Fri 23 Feb 2018	Deadline for offer information file to be uploaded to E-admissions portal.
Wed 1 Mar 2018	Outcomes published online.
Wed 15 Mar 2018	Deadline for return of acceptances
Wed 22 Mar 2018	Deadline for transfer of acceptances to maintaining LAs
Mon 31 Dec 2018	Year 7 class waiting lists close.



# Proposed Primary Fair Access Protocol

## 1. Introduction

1.1 The protocol is written in accordance with the requirements of the School Admissions Code 2014, and all associated regulations, including relating to children missing from education. It takes account of the particular circumstances relating to schools in Croydon.

1.2 The majority of children requiring a school place outside the normal admissions round will continue to be admitted to their local or preferred school where a vacancy exists, in accordance with the usual admission procedures, rather than through this protocol.

1.3 The operation of the Fair Access Protocol applies to in-year admissions outside the arrangements of annual coordination and is triggered when a parent of an eligible child has not secured a school place under in-year admission arrangements.

1.4 Fair Access Protocols should not be used as a means to circumvent normal admissions procedures. A parent can ask for a place in their preferred school at any point and is entitled to statutory right of appeal if a place is not offered

1.5 This protocol aims to reduce the time that vulnerable children are out of school. It is not intended to delay admission. Wherever possible a school should admit a pupil straight away under 'normal in year admission procedures' even if the pupil meets the Fair Access criteria.

1.6 Fair Access Protocols exist to ensure that access to education is secured quickly for children who have no school place but for whom a place at a mainstream school or alternative provision is appropriate, and to ensure that all schools in an area admit their fair share of vulnerable children and children with challenging behaviour, including children at risk of exclusion or excluded from other schools.

1.7 Local Authorities have a duty to ensure that each child in its area can secure access to education. This fair access protocol supports the local authority in this duty, while providing an equitable system for allocation of places.

1.8 There is no statutory requirement to maintain a waiting list for over-subscribed schools, but if an admission authority is offering places to children through a waiting list this should be done in accordance with published admission arrangements. Parents of children on waiting lists have, in the majority of cases, already been offered a school place or confirmed that they will be Electively Home

Educating. Children offered a place under this protocol will take priority over those already on the waiting list.

## 2. Key Principles

2.1 The key purpose of the protocol is:

- To provide a fair, equitable and open allocation of school places, particularly for pupils who may present difficult behaviours;
- To ensure that vulnerable pupils who require a school place are admitted quickly without unnecessary delay.
- To ensure that no school is asked to take a disproportionate number of children who have been excluded from other schools or have challenging behavior.
- The LA convenes a Fair Access Panel to administer the application of the Fair Access Protocol. Membership of the Fair Access Panel is made up of Head Teachers and representatives from Local Authority services such as School Admissions, Special Educational Needs and Early Help.

2.2 All admission authorities must participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly. There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol.

2.3 As well as other factors, placement decisions will take account of the number of other vulnerable and challenging pupils recently admitted to a particular school (See Section 5)

2.4 Schools categorised by Ofsted as in Special Measures will not be required to integrate pupils through the Fair Access process.

2.5 The fact that the published admission number may have been reached in a particular year group should not be given as a reason for not admitting a pupil under this protocol.

2.6 Vulnerable and challenging pupils must be given priority for admission, even if there are other pupils on a waiting list or awaiting an appeal.

2.7 Schools cannot insist that an admission appeal be heard before a child is admitted under the protocol.

2.8 Parents' views will be considered, but will not override the decision making process set out in this protocol. However, nothing in this protocol removes the right of parents to appeal against any refusal of a place at their preferred school.



2.9 The educational needs of the pupil will be the prime factor in deciding a placement but every effort will be made to ensure that travel distances are reasonable. Information supporting a particular preference will be considered under the protocol.

2.10 Excluded pupils will only be reintegrated into mainstream schools when they are ready and additional help will be provided where needed to ensure a smooth transition. Pupil Referral Unit will use the Reintegration Readiness Scale to assess young people's readiness to be reintegrated into school. It is expected that new mainstream school will be identified as early as it possible.

2.11 If a school is identified as the one to admit a child and refuses to do so within a reasonable timeframe, the LA will refer the matter to the Secretary of State if it is a community, voluntary controlled school or an academy, or it can direct the school to admit the pupil if it is a foundation or voluntary aided school.

### 3. Vulnerable and Challenging Pupils

3.1 The protocol includes as a minimum children of compulsory school age in the following categories who have had difficulty in securing a school place:

- Children attending Pupil Referral Unit who need to be reintegrated back into mainstream education
- Children who have been out of education for 2 months or more
- Children who have been Electively Home Educated for more than 2 months
- Children of refugees and asylum seekers
- Children with unsupportive family backgrounds, where a place has not been sought
- Children who are homeless
- Children without a school place and with a history of poor attendance
- Children of Gypsies, Roma, Travellers
- Children who are carers
- Children with special educational needs, disabilities or medical conditions (but without a statement or Education, Health and Care Plan)
- Children returning from the criminal justice system

3.2 It has been agreed that FAP will also consider cases of those:

- At risk of permanent exclusion, including children with statements of special educational needs or Education Health and Care Plans who are at risk of exclusion and an alternative placement has not been secured. Prior to any referral of a child with an Education, Health and Care Plan to the panel an Emergency Annual Review meeting must have been held and the SEN Service will review to ensure the referral is appropriate. Placements for children with statements or EHCPs will be subject to statutory consultation with schools.
- Cases referred to the panel as at risk of permanent exclusion will be subject to a peer review by at least one nominated Croydon head teacher to ensure

that all reasonable strategies to manage the behaviour have been applied prior to referral. Cases will not be considered by the panel if the peer review deems them an inappropriate referral. In such cases the referring school will be contacted by the Fair Access Manager to discuss alternative approaches.

- Looked after Children with identified highly complex needs. In exceptional circumstances, in consultation with the Virtual School, looked after children will be placed by the panel to ensure timely admission. (Separate admission regulations under the School Standards and Framework Act 1998 apply to looked after children, including powers of direction.) The Virtual School is a team of teachers and dedicated education professionals who work to support the education of Croydon Looked After Children and care leavers.

## 4. Process

4.1 When an application for a school place is identified by the School Admissions Team as being appropriate to be considered under the Fair Access Protocol a referral will be made to the Fair Access Panel. Those applications considered to be 'normal moves' will be processed according to existing practice as set out in the admissions arrangements. Head teachers should bring to the attention of the authority, any pupil without a school place that they consider should be deemed 'vulnerable and challenging' by making a referral to the Fair Access Panel.

4.2 Applications for places in mainstream schools considered as being 'vulnerable and challenging' will be subject to this protocol. The determination, of which mainstream school is to be offered, will be made by the Fair Access Panel.

4.3 The panel will also support the process of agreeing managed moves between schools and will expect the same provision of information to support the allocation process as for pupils without a school place or who are being reintegrated from a Pupil Referral Unit.

4.4 Once the nominated school is identified by the Fair Access Panel, the Fair Access Manager will approach the school with the details of the child to be admitted.

4.5 Schools will be expected to respond to the request for admission promptly. There is an expectation of a maximum two week turn around period from the case being considered by the Fair Access Panel to the pupil attending mainstream allocation. This is in order to avoid further extending the length of time the pupil spends out of school, or in alternative provision.

4.6 It is hoped that the majority of admissions can be processed in this way. In some very exceptional situations, a nominated school may wish to put forward reasons as to why a particular admission would be inappropriate. In such circumstances, the Fair Access Panel will be asked to reconsider its decision and make a final determination of placement at its next meeting. The panel meets every four weeks in term time.

4.7 A detailed spreadsheet showing data on pupil movements for the year in relation to each school will be provided for each meeting of the panel and will be updated following each meeting. Information on individual cases being considered will also be available at every meeting. Where pupils are being reintegrated from PRUs, this will include an assessment against the Reintegration Readiness Scale.

## 5. Fair Access Panel

5.1 The Fair Access Panel allocates pupils in accordance with this protocol. The Panel will convene every 4 weeks in term time. The chair will be a Croydon head teacher. Head teachers may be represented by a member of their senior management team if they so wish. The LA will be represented by the Head of Learning Access and the Fair Access Manager, who will be responsible for administering the Panel. Other Learning Access Team staff will attend including the Exclusions and Reintegration Officer. (A summary of the FAP cycle is outlined at the end of this document.)

5.2 Other agencies in membership to include: Education Psychology, Special Education Needs, Education Welfare Service and Early Help.

5.3 In identifying an appropriate school, the Panel's prime consideration should be the educational needs of the pupil. At every meeting of the panel, members will be provided with data showing the different categories of vulnerable and challenging pupils previously placed at each school and pupil numbers in each year group. The Panel should also consider any of the following factors when making placement decisions relating to school places:

- Specific issues in relation to the individual case
- Number of placements made by FAP to individual schools as reflected in the allocation table
- Parental preference
- Religious or cultural affiliations
- Geographical proximity
- Any particular ethos or specialist status of the identified school.
- Distance factor

5.4 Minutes of the previous meeting, progress updates on pupil placements and profiles for each pupil to be considered for placement, will be circulated to all panel members at least one week before the meeting.

5.5 Data will also be provided on placements at the PRUs and managed moves.

5.6 Where a maintained school or academy refuses to admit a pupil under FAP, the LA must consult with the governing body of the school and the parent before a direction is considered. If the LA decides to direct the school to admit the pupil, it must inform the Governing Body and head teacher of the school. The next step will be a referral to the Schools Adjudicator or to the Secretary of State, as appropriate.

## 6. Managed Moves

6.1 The Fair Access Panel will consider requests for Managed Moves between schools or to an alternative provision and will progress the procedure on the condition that the suggested move will have a positive impact on the pupil's progress and inclusion in a mainstream setting where appropriate.

6.2 A Managed Move requires the full knowledge and co-operation of all the parties involved, including parents, pupil, both schools and the LA.

6.3 A Managed Moved should be viewed as a trial placement. It is recommended that for the duration of the trial period the pupil remains on roll at their main registered school. The pupil has a dual registration status with the receiving school.

6.4 If a placement is refused by a parent or the pupil fails to enrol at the new school the receiving school should report this at the next available FAP panel. In this circumstance the responsibility for the education of the pupil will revert to the referring school. The pupil will be expected to attend their original school until such time as an alternative placement has been arranged.

## 7. FAP in relation to Day 6 provision for permanently excluded pupils.

7.1 Wherever a pupil is permanently excluded within the cycle of FAP dates the case will need to be presented at the forthcoming meeting not only to discuss the case but also to formally ratify that education provision has been arranged by the 6th school day following the permanent exclusion.

7.2 Pupils attending Day 6 for permanent exclusion will return to FAP after the Governing Body Disciplinary (GDC) Committee of the school has met to determine whether to uphold the exclusion or direct reinstatement to the school. FAP will then determine the longer term education pathway for the young person. However, head teachers have agreed that FAP will be afforded the opportunity to discuss cases of permanently excluded pupils before the Governing Body Disciplinary Committee meets to deliberate/consider the exclusion. This will allow potential alternatives to permanent exclusion to be discussed.

7.3. Wherever possible depending on the incident that led to the permanent exclusion an alternative solution will be sought. It remains the right of a head teacher to permanently exclude and recommend to FAP that the severity of the incident does not warrant consideration that the exclusion be withdrawn. The head teacher of the school retains the right to permanently exclude a pupil and is responsible for making that decision.

7.4. Learning Access will be responsible for updating the relevant professionals who are supporting the pupil and family as to the status of young person in relation to the permanent exclusion:

- Paperwork in relation to permanent exclusion in order that Day 6 provision can be accessed
- Date of Governing Body Committee (GDC) meeting
- Discussions/decisions regarding potential withdrawing of permanent exclusion before GDC
- GDC outcome if permanent exclusion is not withdrawn

7.5. Head teachers are asked to complete the FAP referral form and Risk Assessment at the point of the permanent exclusion process to assist entry into the Day 6 provision.

7.6 During the first 5 days of the exclusion the school is required to mark the pupil as excluded on their attendance register using the 'E' Coding. From the 6th school day following the permanent exclusion the responsibility falls to the local authority to provide education and schools should use an appropriate attendance code, such as Code B (Education Off-site) or Code D (Dual registration).

## 8 FAP Allocations and Safeguarding

8.1 Safeguarding: For all FAP placements it is the duty of the panel to ensure safeguarding is the paramount consideration. Therefore, to the point whereby the young person is on roll at a new school educational provision needs to be maintained. Schools must do their utmost to ensure that the young person is not out school/education for extended periods of time.

8.2 It is expected that the process from allocation to provision entry should be within a 9-day turnaround. For the Pupil Referral Unit the timescale is the same but there will be times where an allocation is made by FAP but for a period of time the provision does not have a vacancy.

8.3 The referring school with a FAP outcome that indicates the young person moving to another provision will:

- Be required to continue to provide education in school whilst arrangements are made for the move to take place.
- If the young person is in receipt of fixed term exclusion at the point of FAP presentation the exclusion should not be extended for the reason of waiting entry to allocated provider group. Exclusion can only be extended where further evidence has come to light.
- Whilst the young person is on the school roll the responsibility lies with the school to provide the pupil with education. If the pupil does not attend school whilst the new placement is being arranged the school should refer the matter to the Education Welfare Service.

8.4 Panel members will necessarily acquire information that has not been made public. Panel members should never disclose or use confidential information to anyone who is not legally entitled to receive this information.

## 9. FAP in Relation to School Referrals for places at a Pupil Referral Unit

9.1 Referrals brought to FAP by mainstream schools – Outcome PRU allocation. Once the young person has entered the Pupil Referral Unit, The LA convenes a Fair Access Panel to administer the application of the Fair Access Protocol. Membership of the Fair Access Panel is made up of Head Teachers and representatives from Local Authority services such as School Admissions, Special Educational Needs and Early Help decision will be made on whether the pupil becomes fully enrolled at the PRU or remains on roll at their school of origin with a view to returning.

9.2 It is expected that there will be a 9-day turn around period from a pupil's case being presented at the Fair Access Panel to the pupil attending the Pupil Referral Unit.

9.3 If parents decline allocation, or the pupil fails to enrol, the case must be referred back to the FAP panel. If an agreement cannot be made with the parent on a placement the responsibility for the education of the pupil reverts to the referring school which may decide to proceed with the permanent exclusion.

## 10. Record Keeping

10.1 Records will be held in the Education Management System (EMS) of all pupils placed in accordance with the provisions of this protocol, together with all other placements. These will be reviewed jointly by the Children Missing from Education/Fair Access Manager and Admission team lead.

10.2 Summary information on placements will be provided to all primary head teachers and to the Head of Learning Access on a termly basis

10.3 The Head of Learning Access will monitor the operation of the protocol and include an assessment of the operation and effectiveness of the protocol and how many children have been admitted to each school in the borough through the protocol. This information will be included in the annual LA report to the Schools' Adjudicator.

## 11. Financial Arrangements

11.1 Successful operation of the protocol requires a fair, transparent and flexible approach to funding interventions to support the most vulnerable pupils to ensure that such pupils are able to access appropriate learning without delay and that the costs of additional support are taken into account.

11.2 Funding is currently through an element of the High Needs funding block

## 12. Review of protocol

12.1 The operation of this protocol will be reviewed annually by the Fair Access Panel, the Learning Access Service and the Head of School Place Planning and Admissions.

### PROCEDURE

1. Children can be referred by any professional involved with the family where they are aware that the normal methods of in-year admission have been exhausted. The professional should complete the Fair Access Form, highlighting any individual circumstances that the receiving school may need to be aware of, for example any behaviour patterns or social need (please note that this information must not be used by admission authorities to refuse the child's admission). The completed form should be forwarded to the Fair Access Manager.
2. The Fair Access Manager will be responsible for considering the child's needs and evaluating whether the Fair Access Protocol applies to the case. Upon considering the child's needs, the help they will require to enter school and the support the school may need for the placement.
3. The Fair Access Manager will then refer the case to the Fair Access Panel. All referrals to the Fair Access Panel will be made through the Learning Access Team who will be responsible for coordinating the administration of this protocol and providing any data management support.
4. Membership of the Panel will include Head of Learning Access, Inclusion Gateway, Head Teacher(s), Fair Access Manager, School Admissions, SEN/EPS and Early Help Service. The purpose of these panels will be to match children to a suitable school and they will have 20 school days from the point of referral to agree a school place. The panels' decision will be final.
5. Once a school place has been agreed by the Fair Access Placement Panel the Fair Access Manager will advise the Learning Access Team of the outcome after the close of the meeting.
6. The Learning Access Team will notify the named receiving school of the decision by telephone and in writing (through email) and will ask for the original referring professional to make contact with the school to discuss the placement. It will then be the responsibility of the referring professional and the school to ensure that the child accesses education. The receiving school will be required to place a child on roll within 10 school days of notification of the decision.

# Proposed Secondary Fair Access Protocol

## 1. Introduction

1.1 The protocol is written in accordance with the requirements of the School Admissions Code 2014, and all associated regulations, including relating to children missing from education. It takes account of the particular circumstances relating to schools in Croydon.

1.2 The majority of children requiring a school place outside the normal admissions round will continue to be admitted to their local or preferred school where a vacancy exists, in accordance with the usual admission procedures, rather than through this protocol.

1.3 The operation of Fair Access Protocols is outside the arrangements of co-ordination and is triggered when a parent of eligible child has not secured a school place under 'normal' in-year admissions procedures.

1.4 Fair Access Protocols should not be used as a means to circumvent normal admissions procedures. A parent can ask for a place in their preferred school at any point and is entitled to statutory right of appeal if a place is not offered.

This protocol aims to reduce the time that vulnerable children are out of school. It is not intended to delay admission. Wherever possible a school should admit a pupil straight away under 'normal in year admission procedures' even if the pupil meets the Fair Access criteria.

1.5 Fair Access Protocols exist to ensure that access to education is secured quickly for children who have no school place but for whom a place at a mainstream school or alternative provision is appropriate, and to ensure that all schools in an area admit their fair share of vulnerable children and children with challenging behaviour, including children at risk of exclusion or excluded from other schools.

1.6 Local Authorities have a duty to ensure that each child in its area can secure access to education. This fair access protocol supports the local authority in this duty, while providing an equitable system for allocation of places.

1.7 There is no statutory requirement to maintain a waiting list for over-subscribed schools, but if an admission authority is offering places to children through a waiting list this should be done in accordance with published admission arrangements. Parents of children on waiting lists have, in the majority of cases, already been offered a school place or confirmed that they will be Electively Home Educating. Children offered a place under this protocol will take priority over those already on the waiting list.



## 2. Key Principles

2.1 The key purpose of the protocol is:

- To provide a fair, equitable and open allocation of school places, particularly for pupils who may present difficult behaviours;
- To ensure that vulnerable pupils who require a school place are admitted quickly without unnecessary delay.
- To ensure that no school is asked to take a disproportionate number of children who have been excluded from other schools or have challenging behaviour.
- The LA convenes a Fair Access Panel to administer the application of the Fair Access Protocol. Membership of the Fair Access Panel is made up of Head Teachers and representatives from Local Authority services such as School Admissions, Special Educational Needs and Early Help

2.2 All admission authorities must participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly. There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol.

2.3 As well as other factors, placement decisions will take account of the number of other vulnerable and challenging pupils recently admitted to schools (See Section 5).

2.4 Schools categorised by Ofsted as in Special Measures will not be required to integrate pupils through the Fair Access process.

2.5 The fact that the published admission number may have been reached in a particular year group should not be given as a reason for not admitting a pupil under this protocol.

2.6 Vulnerable and challenging pupils must be given priority for admission, even if there are other pupils on a waiting list or awaiting an appeal.

2.7 Schools cannot insist that an admission appeal be heard before a child is admitted under the protocol.

2.8 Parents' views will be considered, but will not override the decision making process set out in this protocol. However, nothing in this protocol removes the right of parents to appeal against any refusal of a place at their preferred school.

2.9 The educational needs of the pupil will be the prime factor in deciding a placement but every effort will be made to ensure that travel distances are

reasonable. Information supporting a particular preference will be considered by the panel.

**2.10** Excluded pupils will only be reintegrated into mainstream schools when they are ready and additional help will be provided where needed to ensure a smooth transition. Pupil Referral Unit will use the Integration Readiness Scale to assess young people's readiness to be reintegrated into school. It is expected that new mainstream school will be identified as early as it possible.

**2.11** If a school is identified as the one to admit a child and refuses to do so within a reasonable timeframe the LA will refer the matter to the Secretary of State if it is a community, voluntary controlled school or an academy, or it can direct the school to admit the pupil if it is a foundation or voluntary aided school.

### **3. Vulnerable and Challenging Pupils**

**3.1** The protocol includes as a minimum children of compulsory school age in the following categories who have had difficulty in securing a school place:

- Children attending Pupil Referral Unit who need to be reintegrated back into mainstream education
- Children who have been out of education for 2 months or more
- Children who have been Electively Home Educated for more than 2 months
- Children withdrawn from schools by their family, for example following fixed term exclusions and unable to find another place
- Children of refugees and asylum seekers
- Children with unsupportive family backgrounds, where a place has not been sought
- Children who are homeless
- Children without a school place and with a history of poor attendance
- Children of Gypsies, Roma, Travellers
- Children who are carers
- Children with special educational needs, disabilities or medical conditions (but without a statement or Education, Health and Care Plan)
- Children returning from the criminal justice system
- Children of UK service personnel and other Crown Servants

**3.2** It has been agreed that FAP will also consider cases of those:

- At risk of permanent exclusion, including children with statements of special educational needs or Education Health and Care Plans who are at risk of exclusion and an alternative SEN placement has not been secured. Prior to any referral of a child with an EHCP to the panel an Emergency Annual Review meeting must have been held and the SEN Service will review to ensure the referral is appropriate. Placements for children with statements or EHCPs will be subject to statutory consultation with schools.

- Cases referred to the panel as at risk of permanent exclusion will be subject to a peer review by at least one nominated Croydon head teacher to ensure that all reasonable strategies to manage the behaviour have been applied prior to referral. Cases will not be considered by the panel if the peer review deems them an inappropriate referral. In such cases the referring school will be contacted by the Fair Access Manager to discuss alternative approaches.
- Young people permanently excluded where the school is actively seeking an alternative to permanent exclusion.
- Looked after Children with identified highly complex needs. These referrals will be reviewed by the Virtual School Team to ensure it is an appropriate referral. (Separate admission regulations under the School Standards and Framework Act 1998 apply to looked after children, including powers of direction.)

**3.3** Young people with Education, Health and Care Plans (EHCP) are not included in this protocol as their needs are considered separately by the local authority SEN panel. However, from time to time pupils in possession of An EHCP may need to be referred to FAP for:

- Permanent exclusion – Day 6 procedures would need to be ratified by FAP;
- To assist the SEN panel take a determined way forward;
- For information sharing;
- Where an urgent interim placement is required whilst SEN decisions are put in place – this will need to be discussed on a case to case basis at FAP. The PRU should not be seen as the default position for SEN cases regarding urgent placement of a pupil;
- Being at risk of permanent exclusion – SEN procedures should apply in relation to the Statement;
- Where SEN cases are referred and presented to FAP any recommendations / observations made by FAP should normally be reported to the next SEN panel which is not bound by them.

## 4. Process

**4.1** The Admissions Team Manager in consultation with the Fair Access Manager will consider each application for a school place in year and determine which pupils' applications fall within the remit of the protocol. Those applications considered to be 'normal moves' will be processed according to existing practice as set out in the admissions arrangements. Head teachers should bring to the attention of the authority, any pupil without a school place that they consider should be deemed 'vulnerable and challenging'.

4.2 Applications for places in mainstream schools considered as being 'vulnerable and challenging' will be subject to this protocol. The determination, of which mainstream school is to be offered, will be made by the Fair Access Panel.

4.3 The panel will also support the process of agreeing managed moves between schools and will expect the same provision of information to support the allocation process as for pupils without a school place or who are being reintegrated from a PRU.

4.4 Once the nominated school is identified by the Fair Access Panel, the Fair Access Manager will approach the school with the details of the child to be admitted.

4.5 Schools will be expected to respond to the request for admission promptly. There is an expectation of a maximum two week turn around period from FAP presentation to the pupil attending mainstream allocation. This is in order to avoid further extending the length of time the pupil spends out of school, or in alternative provision.

4.6 It is hoped that the majority of admissions can be processed in this way. In some very exceptional situations, a nominated school may wish to put forward reasons as to why a particular admission would be inappropriate. In such circumstances, the Fair Access Panel will be asked to reconsider its decision and make a final determination of placement at its next meeting.

4.7 A detailed spreadsheet showing data on pupil movements for the year in relation to each school will be provided for each meeting of the panel and will be updated following each meeting. Information on individual cases being considered will also be available at every meeting. Where pupils are being reintegrated from PRUs, this will include an assessment against the Reintegration Readiness Scale.

## 5. Fair Access Panel

5.1 The Fair Access Panel allocates pupils in accordance with this protocol. The Panel will convene every 3 weeks in term time. The chair will be a Croydon head teacher. Membership of the panel will be all head teachers of Croydon secondary schools and Pupil Referral Units. Head teachers may be represented by a member of their senior management team if they so wish. The LA will be represented by the Head of Learning Access and the Fair Access Manager, who will be responsible for administering the Panel. Other Learning Access Team staff will attend including the Exclusions and Reintegration Officer. (Final Section provides a summary of the FAP cycle)

5.2 Other agencies in membership to include: Police, Youth Offending Service; EWS; and Early Help.

5.3 In identifying an appropriate school, the Panel's prime consideration should be the educational needs of the pupil. At every meeting of the panel, members will

be provided with data showing the different categories of vulnerable and challenging pupils previously placed at each school and pupil numbers in each year group. The Panel should also consider any of the following factors when making placement decisions relating to school places:

- Specific issues in relation to the individual case
- Number of placements made by FAP to individual schools as reflected in the allocation table
- Parental preference
- Religious or cultural affiliations;
- Geographical proximity
- Any particular ethos or specialist status of the identified school.
- Distance factor

5.4 Minutes of the previous meeting, progress updates on pupil placements and profiles for each pupil to be considered for placement, will be circulated to all panel members at least one week before the meeting.

5.5 Data will also be provided on placements at the PRUs and managed moves.

5.6 Chairs Action: The Chair may be required to take decisions outside of FAP throughout the course of the academic year. These cases will be individual specific and will require ratification at the next appropriate panel meeting.

## 6. Managed Moves

6.1 FAP will consider requests for Managed Moves between schools or to an alternative provision and will progress the procedure on the condition that the suggested move will have a positive impact on the pupil's progress and inclusion in a mainstream setting where appropriate.

6.2 A Managed Move will be viewed as a FAP allocation and thereby is afforded all the protection of the FAP Protocol.

6.3 A Managed Move requires the full knowledge and co-operation of all the parties involved, including parents, pupil, both schools and the LA.

6.4 A Managed Moved should be viewed a trial placement. It is recommended that for the duration of the trial period the referring school maintains the Enrolment Status of 'M' (Main dual-registration). The receiving school has an Enrolment Status of 'S' (Subsidiary dual-registration).

6.5 If a placement is refused by a parent or the pupil fails to enrol at the new provision the receiving school should report this at the next available FAP panel. In this circumstance the responsibility for the education of the pupil will revert to the referring school.

## 7. FAP in Relation to Day 6 Provision for Permanently Excluded Pupils.

### 7.1 The Day 6 requirement will be met as follows:

For Key Stages 3 & 4 – Day 6 will remain the responsibility of the local authority with places within the secondary PRU provision.

7.2 Wherever the young person is permanently excluded within the cycle of FAP dates the case will need to be presented at the forthcoming meeting not only to discuss the case but also to formally recognise the Day 6 allocation.

7.3 Pupils attending Day 6 for permanent exclusion will return to FAP after the Governing Body Disciplinary (GDC) Committee of the school has met to determine whether to uphold the exclusion or direct reinstatement to the school. FAP will then determine the longer term education pathway for the young person. However, head teachers have agreed that FAP will be afforded the opportunity to discuss cases of permanently excluded pupils before the Governing Body Disciplinary Committee meets to deliberate/consider the exclusion. This will allow potential alternatives to permanent exclusion to be discussed.

7.4. Wherever possible depending on the incident that led to the permanent exclusion an alternative solution will be sought. It remains the right of a head teacher to permanently exclude and recommend to FAP that the severity of the incident does not warrant consideration that the exclusion be withdrawn.

7.5. Learning Access will be responsible to update relevant professionals as to the status of young person in relation to the permanent exclusion:

- Paperwork in relation to permanent exclusion in order that Day 6 provision can be accessed
- Date of Governing Body Committee (GDC) meeting
- Discussions/decisions regarding potential withdrawing of permanent exclusion before GDC
- GDC outcome if permanent exclusion is not withdrawn

7.6. Head teachers are asked to complete the FAP referral form and Risk Assessment at the point of the permanent exclusion process to assist entry into the Day 6 provision.

7.7 During the first 5 days of the exclusion the school is required to use the 'E' Coding. From Day 6 the responsibility falls to the local authority to provide education and schools should use an appropriate attendance code, such as Code B (Education Off-site) or Code D (Dual registration).

## 8 FAP Allocations and Safeguarding

8.1 Safeguarding: For all FAP allocations it is the duty of the panel to ensure

safeguarding is the paramount consideration. Therefore, the allocation made on the Friday of the panel to the point whereby the young person is on roll to the allocated provision needs to be covered. Schools must do their utmost to ensure that the young person is not out school/education for extended periods of time.

**8.2** It is expected that the process from allocation to provision entry should be within a 9-day turnaround. Accepting this as a principle should allow the process to operate within a workable timescale. However, it will rely on schools to accept and agree the principle. For PRUs the timescale is the same but there will be times where an allocation is made by FAP but for a period of time the provision does not have a vacancy.

**8.3** The referring school with a FAP outcome that indicates the young person moving to another provision will:

- Be required to continue have the young person in school whilst arrangements are made for the move to take place.
- If the young person is in receipt of fixed term exclusion at the point of FAP presentation the exclusion should not be extended for the reason of waiting entry to allocated provider group. Exclusion can only be extended where further evidence has come to light.
- Consider requesting a placement for the young person at the schools Day 6 provision for the duration of the time it takes to access the new pathway.
- Whilst the young person is on the school roll the culpability lies with the school if anything happens to the pupil if they are out of education from the point of allocation to the point of entry. This course of action is not recommended by the local authority and FAP.

**8.4** Panel members will necessarily acquire information that has not been made public. Panel members should never disclose or use confidential information for the personal advantage of themselves or of anyone known to them, or to the disadvantage of the Panel or anyone else.

## **9. FAP in relation to school referrals for a place at a Pupil Referral Unit**

**9.1** Referrals brought to FAP by mainstream schools – Outcome PRU allocation. Once the young person has entered the PRU, roll status appropriate to the Key Stage will be agreed by the panel dependent on the individual situation of the young person:

- KS3 and 4 respite provision– upon entry to the PRU the roll status will be S subsidiary roll status as M main roll status remains with referring school. Where the child has a placement as an alternative to permanent exclusion and is not returning to the school the PRU roll status will be M main registration allowing the school to remove roll status.

**9.2** Aim of PRUs/AP is for a 9-day turn round period from FAP presentation to pupil attending provision.

9.3 If parents decline allocation, or the pupil fails to enrol, the case must be referred back to the FAP panel. If an agreement cannot be made with the parent on a placement the responsibility for the education of the pupil reverts to the referring school which may decide to proceed with the permanent exclusion.

## 10. Record Keeping

10.1 Records will be held in the Education Management System (EMS) of all pupils placed in accordance with the provisions of this protocol, together with all other placements. These will be reviewed jointly by the Children Missing from Education/Fair Access Manager and Admission team lead.

10.2 Summary information on placements will be provided to all secondary head teachers and to the Admission Forum on a termly basis.

10.3 The Admission Forum will monitor the operation of the protocol and include an assessment of the operation and effectiveness of the protocol and how many children have been admitted to each school in the borough through the protocol. This information will be included in the annual LA report to the Schools' Adjudicator.

## 11. Financial Arrangements

11.1 Successful operation of the protocol requires a fair, transparent and flexible approach to funding interventions to support the most vulnerable pupils to ensure that such pupils are able to access appropriate learning without delay and that the costs of additional support are taken into account.

11.2 Funding is currently through an element of the High Needs funding block.

## 12. Review of protocol

12.1 The operation of this protocol will be reviewed annually by the Fair Access Panel and the Secondary Heads Partnership (CHTA).

During 2016-17 FAP will meet every three weeks on a Friday. Therefore the cycle will be as follows:

- FAP meeting starting at 7.45am - Minutes to be agreed, amendments noted and case updates given and matters arising
- FAP cases presented for discussion, decision and allocation:
  - ✓ Cohort 1 – requests to schools/alternative provision
  - ✓ Cohort 2 – prevention cases, alternative educational provision e.g. respite in PRU, managed moves
- Cases allocated to mainstream schools will be tracked by the Fair Access Manager to assist integration and to meet entry timescales.



- Cases allocated from PRUs to mainstream supported by PRU and tracked by the Fair Access Manager.
- Cases allocated to PRUs and Alternative Provision will be tracked by the Commissioning & Quality Assurance Officer (Alternative Education Provision)

### WEEK 1 - By the end of 1st Week:

- FAP outcome letters prepared and sent out to PRU Heads – on Monday after panel.
- Cohort 2 - FAP outcome letters prepared and sent out to parents/carers on Monday for PRU allocations.
- FAP outcome Decision Letters to mainstream Head teachers prepared and sent to schools by Wednesday.
- Cohort 1 – FAP Manager to contact parents with decision of panel in relation to school or alternative provision.

### WEEK 2 – By end of 2nd Week:

- FAP Referral Forms to be sent to Children Missing from Education/Fair Access Manager during Week 2.
- FA Referral Form needs to be completed to the fullest extent – incomplete forms will be returned to schools and may therefore miss the agenda deadline.
- Closure date for referrals agreed as the Friday before FAP.
- Outstanding paperwork and issues from previous FAP undertaken by Children Missing from Fair Access Manager.
- FAP agenda prepared by Fair Access Manager sent to EPS, SEN, YOS, Police, Early Help, and CSC

### WEEK 3 – FAP week:

- Chairs action to be taken as appropriate between panels if necessary.
- Monitor/update Allocation Tracking spreadsheet to chair
- Monitor/update PRU places to chair
- At Pre FAP Fair Access Manager, Reintegration & Exclusion Manager, Head of Learning Access and Admissions Manager to discuss issues, numbers.
- Send out list of cases to professionals that attend FAP and to external agencies.
- External agencies asked to provide relevant cases (by Tuesday) to be discussed at Pre FAP
- FAP meeting on the Friday of Week 3

FAP Cycle commences Monday after panel meeting

Cohort 1 – pupils hard to place looking for school place or alternative provision and funded through FAP  
 Cohort 2 – prevention cases including alternative to permanent exclusion and some may be placed in the PRUs



## Who is this document for?

This document is for all schools that Croydon Council has responsibility for, including nurseries, pre-schools, community schools – primary and secondary - special schools and pupil referral units (PRUs), as well as for parents and disabled pupils. It complies with the requirement in the Equality Act 2010 that local authorities must, in relation to schools for which it is the responsible body, prepare and publish an accessibility strategy setting out how they plan to increase: the extent to which disabled pupils can participate in the schools' curriculums; improving the physical environment of the schools; and the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

The Council will publish the strategy along with the action plan and keep the strategy under review.

This accessibility strategy provides a framework to help schools develop and implement their accessibility plans for disabled pupils.

Academies, free schools, independent schools and other educational settings may also find this document useful in preparing their accessibility plan.

If you find it easier to read large print, use an audio tape, Braille or need to communicate in a language other than English, please let us know. ☎ 020 8726 6000.

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## Introduction

Research evidence shows that disabled pupils have disproportionately poor educational attainment and progression to further education. To bridge the gap in educational attainment between disabled and non-disabled pupils, appropriate steps need to be taken to remove any barriers to teaching, learning and extra curricula activities in schools and other educational settings.

Schools that are accessible, enable all pupils to participate in and access all aspects of teaching and learning. Accessible education is fundamental if disabled pupils are to fulfil their educational aspiration and potential. To exclude a pupil on the basis of disability would breach the Equalities Act 2010.

The Equality Act 2010 brings together the different equality legislations to provide a single framework that will be more effective at tackling disadvantage and discrimination. Schedule 10 of the Equalities 2010 Act places a statutory duty on local authorities and schools to prepare and implement accessibility strategies and plans. These are aimed at increasing the extent to which a disabled pupil can participate in the curriculum, improving the physical environment of the school to enable better use of facilities and increasing the delivery and accessibility of information.

There are links with the Children and Families Act 2014. Section 30 requires Local Authorities to publish a 'local offer' in which it sets out details of all services and provisions available to children and young people with special educational needs and disabilities.

Local Authorities and schools must comply with the requirements of the Equality Act 2010 and the Children & Families Act 2014 – to ensure that disabled pupils receive the appropriate support and facilities they need to enable them to fulfil their educational potential. This includes making every effort to improve accessibility for disabled pupils by removing any barriers or practice that could exclude or disadvantage them within and outside the classroom.

Ensuring disabled pupils have equal access to education is not only the law, but the right thing to do. It is therefore important that schools and all other educational settings have an inclusive and integrated approach to delivering education to disabled pupils. Having an accessibility strategy and plan will play a significant role in ensuring equality of opportunity for all pupils.

It is recognised that many schools are already undertaking accessibility planning and are providing good support and teaching to disabled pupils. However the system doesn't always work in the way it should for all disabled pupils and more needs to be done to improve their access to education not just in school but in higher and further education.

## Chapter 1: Why does the Council need an accessibility strategy for schools?

In keeping with legislative requirements in schedule 10 of the Equality Act 2010 - a local authority must have an accessibility strategy for disabled pupils in maintained schools for which it is the responsibility body. The accessibility strategy sets out ways in which the Council will ensure that disabled pupils can take part fully in the education and facilities delivered by schools; and have the right access to the curriculum, physical environment and information. The strategy is to ensure that disabled pupils are not placed at a disadvantage compared to non-disabled pupils.

Maintained schools include: community schools; special schools; voluntary aided schools; voluntary controlled schools; voluntary aided special schools; voluntary controlled special schools; and foundation schools where the school employs the staff and has responsibility for admissions.

It is important to note that some disabled pupils may also have special educational needs (SEN) and may be receiving support through the school-based SEN provision or an education, health and care plan (EHC plan). There is a requirement for schools to make reasonable adjustments so that disabled pupils with or without SEN are provided with the best possible education.

## Chapter 2: Definitions

### Disabled person

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010).

All forms of physical disability, sensory impairment or learning disabilities are implied when reference is made to disabled people.

### Special educational needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (Children and Families Act 2014).

### Social model of disability

The Council supports the social model of disability which recognises that disability is caused by the way society is organised, rather than by a person's impairment or difference. For example, lack of physical access and lack of educational opportunities can be disabling factors.

The Council looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

## National and Legal context

Under schedule 10 of the Equality Act 2010 - Accessibility for disabled pupils – a local authority must, in relation to schools for which it is the responsible body, prepare and implement an accessibility strategy. The accessibility strategy which is over a prescribed period sets out a strategy for:

- increasing the extent to which disabled pupils can participate in the schools' curriculums:

- improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools; and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Equality Act 2010, Schedule 10 – Accessibility for Disabled Pupils – Accessibility Strategies

- (1) A local authority in England and Wales must, in relation to schools for which it is the responsible body, prepare—
- (a) an accessibility strategy;
  - (b) further such strategies at such times as may be prescribed.
- (2) **An accessibility strategy is a strategy for, over a prescribed period—**
- (a) increasing the extent to which disabled pupils can participate in the schools' curriculums;**
  - (b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;**
  - (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.**
- (3) The delivery in sub-paragraph (2)(c) must be—
- (a) within a reasonable time;
  - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.
- (4) An accessibility strategy must be in writing.
- (5) A local authority must keep its accessibility strategy under review during the period to which it relates and, if necessary, revise it.
- (6) A local authority must implement its accessibility strategy.

The Equality Act 2010 includes the Public Sector Equality Duty (section 149), also referred to as the 'general duty' which applies to local authorities and schools to make sure that consideration is given to how different people will be affected by activities, helping to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The Equality Act 2010 (section 20) also imposed a duty on Local Authorities and schools to make reasonable adjustments and to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils. This includes planning better access for disabled pupils through the provision of auxiliary aids, such as coloured overlays for dyslexic pupils, pen grips, adapted PE equipment, adapted keyboards and computer software. It is unlawful for a school to charge a pupil if they make any reasonable adjustments.

## Local Context

Local Authorities have the strategic lead and oversight for the education of children and young people with special educational needs and disabilities. Local Authorities are responsible for maintained schools where funding, employment of staff and admissions is through the local authority.

### Croydon Council

Croydon has the largest population of young people in London where 21.9% (81,637) of the population are aged 0 – 15 years. The following table provides the percentage breakdown and types of disability in primary and secondary maintained schools.

<b>Primary Maintained Schools</b>	<b>Secondary Maintained schools</b>
6.9% have ASD as primary need	9.6% have ASD as primary need
2.2% have a physical disability	3.1 % have a physical disability
1.7% have a hearing impairment	1.8% have a hearing impairment
0.8% have a visual impairment	1% have a visual impairment
35.9% have a speech, language or communication difficulty	13.7% have a speech, language or communication difficulty

According to the January 2016 school census data:

- 2.8% of the school population in Croydon has a Statement of Special Educational Needs or an Education Health and Care Plan, compared to 2.7% in Outer London and 2.8% in England.
- 11.7% of pupils in Croydon receive SEN Support compared to 10.9% in Outer London and 11.6% in England
- 12.9% of pupils in maintained primary schools have a Statement of SEN, an Education Health and Care Plan or receive SEN Support compared to 13% in Outer London and 13.4% in England
- 13.4% of pupils in maintained secondary schools have a Statement of SEN, an Education Health and Care Plan or receive SEN Support compared to 12.3% in Outer London and 12.7% in England.

Source for this information: Department for Education January School Census SFR 29-2016 published July 2016.



Croydon Council is committed to advancing equality and inclusion in everything it does. Many schools are already providing accessible education for disabled pupils. This accessibility strategy has been produced in order to continuously improve accessibility to school buildings and access to education and information for disabled pupils.

#### Croydon's Equality and Inclusion Policy

Croydon's accessibility strategy is in line with the Council's Equality and Inclusion Policy 2014-2016 which sets out our vision to create a fair society through the services we provide, the people we employ and the money we spend. This involves creating a place where people, including disabled pupils, have a sense of belonging, are united by a sense of shared values around opportunity and fairness so that everyone can lead fulfilling lives.

The strategy will enable the delivery of the following priorities:

- Make Croydon a place of opportunity and fairness by tackling inequality, disadvantage and exclusion.
- Close gaps in educational attainment by working with local businesses and community groups to enable people of all ages to reach their full potential through access to quality schools and learning.
- Provide accessible information by maintaining a record of the specific access needs of our residents and use this to provide information in alternate formats such as Easy Read, Braille, large print, audio tape etc. and offer a translation and interpretation service if requested;
- Carry out an equality analysis of all new or revised policies, procedures and practices and use this insight to deliver accessible and differentiated services
- Close gaps in educational attainment by working with local businesses and community groups to enable people of all ages to reach their full potential through access to quality schools and learning.

#### Ambitious for Croydon outcomes

The Accessibility Strategy links closely to several key strategic objectives for Croydon:

- GROWTH - To enable people of all ages to reach their potential through easy access to quality schools and learning
- INDEPENDENCE - To help families be healthy and resilient and able to maximise their life chances and independence
- ENABLING - To be innovative and enterprising in using available resources to change lives for the better.

#### Croydon Strategic Partnership

Achieving Access for All - Making services accessible. Croydon Council has produced a guide to making information and services accessible to disabled people. It brings together in one place a range of practical information that will help to make services accessible for disabled people. The accessibility strategy is consistent with the Council's general equality duty to have due regard to the need to eliminate unlawful conduct under the Equality Act 2010; to advance equality of opportunity and foster good relations between persons who share a protected characteristic and those who do not.

## Accessibility Strategy for Croydon Schools

Access to learning should not be restricted by a pupil's disability. Improving accessibility for disabled pupils by delivering lessons in a flexible and inclusive way can give disabled pupils a positive experience of the education system, reduce inequalities in educational outcomes and improve life chances. Schools have a great opportunity to help shape disabled pupils life for the future.

For a disabled pupil to fulfil their educational potential will require an education that prepares them for an active and fulfilling life, whether through mainstream education, with additional support, or through special education. The Children and Families Act means that children with special educational needs will have a single Education, Health and Care Plan, which will move with them through schools and into further education. These will be supplemented by the local offer for children with Special Educational Needs that all Local Authorities are required to publish.

The local authority and school should actively seek to remove barriers to learning and participation.

The specific duty in Schedule 10 of the Equality Act 2010 - Accessibility for disabled pupils - requires Local Authorities to put in place an accessibility strategy.

Croydon's approach:

### **(a) Increasing access to the schools' curriculums**

In considering how disabled pupils' access to the curriculum can be improved, the local authority and schools should not just look at specific curriculum areas and subjects such as, English, mathematics, languages, sciences, music and physical education, but any other accessible out-of-school services provided on school premises.

**What do we mean by access to the curriculum?** Access to the curriculum ranges from teaching and learning to school trips, visits, after school activities and school events.

**Who is responsible?** Early years settings and schools are responsible for providing a broad, balanced and accessible curriculum for all pupils. Extra provision to support pupils with Special Educational Needs and Disabilities is provided through Croydon's Ordinarily Available provision – see Table 1 below. The Ordinarily Available provision must be available in every school in Croydon and schools are expected to provide sufficient teaching and support staff to deliver it.

**What support is available to settings?** Support is provided to early year's settings and schools by the local authority Early Years advisers, School Improvement advisers and the 0-25 SEND team. Every school has a linked advisor who will regularly review provision and standards of practice. The 0-25 SEND service will also undertake quality assurance of school provision and standards. Forums have been established for Special Educational Needs Co-ordinators (SENCOs) across early years, primary and secondary settings. A training programme is available for schools which includes **AWARENESS TRAINING ON DISABILITY ISSUES? EFFECTIVE INTERVENTIONS? NARROWING GAPS AND RAISING ATTAINMENT?** Croydon Special Schools provide outreach support to mainstream settings on effective strategies for teaching.

**Table 1: Ordinarily Available Provision – Access to Curriculum**

Schools and other educational settings will:

- Use screening and testing tools to identify key strengths in individuals learning profile and establish key priorities to support progress
- Use observations and dialogue with pupils to identify preferred learning styles
- Use modified or alternative learning objectives in daily teaching across all curriculum and subject areas
- Use short term targets to address progress in core skills identified and recorded in individual or group plans
- Use tailored interventions and resources in place for pupils with the greatest need
- Involve parents and pupils in planning and review of personalised plans
- Identify other arrangements that may be made to support active engagement and participation in learning in class lessons and extra-curricular activities
- Use flexible groupings across the curriculum to support independence and progress – the following are examples:
  - Ability/mixed ability groupings
  - Small group /paired work/ individual supported by a teacher or teaching assistant
  - Peer support
  - Short term individual support focusing on listening, concentration, social skills, solution focused approaches
  - Regular small group work with an emphasis on relationships, emotions, social skills, conflict resolution
  - Small group work to learn appropriate behaviours and for associated learning difficulties
  - Support that use solution focused/ restorative/ motivational approaches
  - Circle of friends
  - Access to additional circle time activities
  - Access to ICT and specialist equipment
- Ensure the frequency and duration of focused group and individual support is responsive to the nature and level of specific need of each group or individual pupil
- Provide out of hours learning support such as homework club and booster classes
- Provide a balance between out of class catch-up support and inclusion in class learning to avoid isolation from their peer group and the age related curriculum
- Ensure the curriculum and daily lessons reflect a range of learning styles across all subjects
- Support learning by use of practical materials and a range of visual cues
- Ensure work is divided into manageable steps
- Use precision learning techniques to introduce and embed key knowledge and skills
- Where possible link learning to first hand experiences and personal interests
- Use specific catch-up programmes to establish core reading, writing and mathematical skills for groups of pupils working just below age related expectations
- Use specialised teaching and individualised learning programmes for pupils with the greatest need such as Reading Recovery and Catch up Numeracy and Catch Up Literacy
- Use a range of ICT, additional access to ICT, specialist aids and adaptations effectively to promote inclusion and learning
- Prepare and provide a bank of visual aids, symbols and specialist resources to support access to the curriculum and wider aspects of the school day
- Ensure class and subject teachers adapt teaching style to take into account specific needs of pupils within lessons and across different subjects
- Ensure the pace of lessons is adjusted with rest breaks built in as required.
- Ensure work and resources are modified to support access, for example colour of worksheets, increased font size and double spacing and texts transposed to braille.

- Ensure arrangements are made to support formal assessments, tasks and public exams such as additional time, amanuensis, rest breaks, use of ICT and enlarged papers.
- Ensure that level, pace, amount of teacher talk/ instructions are simplified
- Ensure teacher approaches take account of the difficulties for some pupils in understanding social rules and expectations within the classroom by good preparation for any change and setting clear routines.
- Will consider an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age
- Provide access to play, creative activities, drama
- Will use support and guidance offered by Croydon Special Schools Outreach
- Engage with specialist services to support assessment of needs and guidance on the nature of support and resources to promote good progress including the Education Psychology Service and Croydon Literacy Centre

**For pupils with physical disabilities or medical conditions:**

Specific assessments should be referenced or undertaken to establish the degree of impairment/disability and its potential implications for and impact on curriculum access.

- Visual impairment: Settings will be aware of a pupil's visual field and acuity and light sensitivity in order to provide support including accessible print size, mobility, independence, communication skills, and social interaction.
- Hearing impairment: Settings will be aware of a pupil's degree of hearing loss in order to provide support for communicative intent, expressive language skills, speech clarity, language comprehension, social communication skills and use of technology.
- Physical disability: Settings will be aware of the scope of a pupil's disability, physical restriction, levels of pain, mobility and therapy needs in order to support independence, self-care, communication
- Medical needs: Settings will be aware of the effect of a pupil's medical condition, impact of medication, level of fatigue and triggers likely to prompt an emergency response in order to monitor level of attendance, place restrictions on certain activities, regulate temperature levels as well as to support self-awareness and regulation, and communication skills.

**(b) Improving the physical environment of the schools**

The physical environment of schools includes aspects of the environment that affect children's physical wellbeing (health, exercise, and safety, independent mobility).

If a school's environment is inaccessible this can cause problems for disabled pupils. Examples include steps, stairs, and lack of colour contrast. The Council and schools can meet the needs of disabled people by ensuring that the environment and facilities are accessible to all.

It is against the law for a school to treat disabled pupils less favourably. This includes: discrimination arising from a disability. For example a disabled pupil who is prevented from going outside at break time because it takes too long to get there.

Everyone can benefit from good accessibility, including those of us who do not consider ourselves to be disabled. Accessible schools, inside and outside, help most pupils to learn and play independently. This will also benefit a parent/carer pushing a child's buggy or using a wheelchair.

An accessible physical environment recognises that we are all different and plans for this diversity. This include helping to remove any barriers that prevent disabled pupils from accessing and using the building and work and play spaces safely and easily, regardless of disability.

Croydon's approach:

**What do we mean by access to the environment?** Reasonable adjustments may need to be made to the classroom or within an early years setting or school to create safe spaces and workstations for pupils with Autism Spectrum or emotional or behavioural difficulties. Reasonable adjustments also need to be made for pupils with disabilities – to provide physical access and auxiliary aids.

**Who is responsible?** Early years settings and schools are responsible for providing an accessible and safe environment for their pupils and making reasonable adjustments accordingly. Croydon council will ensure that new or re-modelled mainstream accommodation will provide withdrawal spaces, individual work stations, reduce distraction and sensory overload for pupils where it is appropriate and an efficient use of resources The council will also plan new buildings and major extensions/alterations in line with quality industry standards and regulations to facilitate access for pupils with physical impairments and medical needs.

**What support is available to settings?** Support services from health and education can advise about adaptations to the inside and outside environment. This can include advice and guidance for issues of physical space and opportunities to help pupils with sensory integration needs.

**Table 2: Ordinarily Available Provision – Access to the Environment**

**Schools and other educational settings will:**

- Ensure the classroom learning environment is organised to facilitate access and promote independence, e.g. resources and equipment labelled with words and symbols
- Ensure the classroom layout is created and varied to ensure pupils can hear and see the teacher, for example desks arranged in a horseshoe shape facing the teacher.
- Ensure that if required a pupil(s) has access to a quiet, distraction free zone
- Ensure a range of ICT is used effectively to promote inclusion and learning
- Ensure the use of a sensory checklist to determine any potential environmental stresses or intolerances which may impact on learning, especially in relation to pupils on the autistic spectrum
- Ensure that individual or group support is in place to assist as required with practical lessons, personal care, therapy programmes and support movement around the school. This could include buddy systems.
- Ensure systems are in place to assist safe travel around the school site e.g. corridors kept clear of lockers and clutter
- Ensure adaptations are made to the teaching environment to support access and promote independence. This might include:
  - Planning of appropriate use of classrooms to maximise access over time
  - Review of lighting arrangements and use of anti-glare film.
  - Introduction of sound field systems and hearing loops.
  - Introduction of items such as specialist seating, height adjustable work benches to facilitate access
  - Furniture organised to allow ease of wheel chair access and appropriate proximity to technology.

- Review of pupil seating arrangements to ensure good posture management and easy access to support and teacher input.
- Careful positioning of specialist equipment and resources to ensure optimal usage.
- Provide an individual programme based on specific need : a quiet area in the classroom may be useful for individual work

### **(c) Improving the delivery of information**

Improving the communication and delivery of information to disabled pupils is a key component of the Act and its requirements. The Act requires local authorities and schools to improve their communication with disabled pupils. This means taking steps to ensure that in communicating with all pupils, responsible bodies make sure that disabled pupils are included fully.

Information and Communications Technology (ICT) has an important part to play in ensuring that disabled pupils maximise their opportunities for accessing information.

The delivery of information in (c) must be:

- within a reasonable time;
- in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

**What do we mean by access to information?** Information in education settings should be available and easy to understand for all pupils. Information should also be shared between professionals and other staff to ensure key intelligence on pupils' progress is used. Families of children and young people with Special Educational Needs and Disabilities often find it difficult to find out about services they may be entitled to. Providing clearer access to information will help families understand the range of services available as well as ensuring more targeted and specialist services for those who need them. The way in which information is provided is also important – for instance alternative formats should always be offered and as some families do not have access to the internet, paper copies of information should also be made available.

**Who is responsible?** Settings are responsible for ensuring that they provide information to pupils and to families in a way that is easy to understand. As part of the reforms of the Special Educational Needs and Disabilities system Croydon council, as with other local authorities, is required to publish a Local Offer of information and services that are provided locally for children and young people aged 0-25 with SEND. Croydon's Local Offer may be found at [www.croydon.gov.uk/sendoffer](http://www.croydon.gov.uk/sendoffer) . Schools are required to publish information on the services they provide to pupils with SEND – this is known as the School Report - the information should be clearly signposted on the school website and a link should be made to the Local Offer.

**What support is available to settings?** Early years and school settings in Croydon have been provided with advice and guidance on publishing their School Report. The SENCO forums provide further updates and Early Years and School Improvement Advisors as well as the 0-25 SEND service continue to work with settings to improve provision. Advice may be sought from support organisations on the best methods of providing information to pupils with specific needs – for example Dyslexia, Autism Spectrum.

**Access to Information**

**Table 3: Ordinarily Available Provision – Access to Information**

**Schools and educational settings will :**

- Ensure that use of language is simplified with short and concise instructions
- Ensure that learning is supported by use of practical materials and a range of visual cues
- Undertake a review of learning resources to ensure vocabulary and language are accessible and not ambiguous
- Use visual timetables for whole class and individualised to support most needy pupils.
- Use social stories to develop understanding of daily school routines and socially appropriate behaviours for pupils
- Include pupils in setting and monitoring their targets
- Involve parents regularly in providing information on progress and ways of supporting targets at home
- Ensure pupils and parents are actively engaged in decision making and planning for ongoing provision
- Make use of advice, information and training from local and national voluntary services on best practice in providing information and communicating with children and young people
- Ensure staff are able to use Makaton or other signing support to aid communication and understanding
- Use personal passports for children with more significant needs to ensure all teaching and support staff are aware of strengths and particular areas of need and intolerances.
- Ensure dedicated time is set aside to support liaison between teachers and staff delivering interventions to evaluate impact and refine provision as required
- Ensure all staff are fully aware of the specific sensory, physical and medical needs of any pupil and are aware of any plans, protocols and procedures in place to ensure safe and effective education - and that class and subject teachers use this knowledge to adapt their communication, lessons and set tasks.
- Ensure key staff have had specialist training and are skilled at meeting the needs of particular pupils such as supporting daily testing and the functioning of equipment to support hearing access for a pupil with a hearing impairment; or training in manual handling for a pupil with significant physical needs.
- Ensure input at class and school level to raise peer awareness of the nature of different impairments and the support they can offer
- Keep records to include observations assessment
- Undertake risk assessments of difficult times of the school day
- Create opportunities to work with positive role models

## **Engagement and Consultation**

Croydon Council is committed to working closely with children, young people and families in Croydon. In preparing the draft accessibility strategy, we have sought the views of schools staff, disabled pupils and parents/carers on the on the 3 access areas to improve - schools' curriculums; physical environment of schools; and information – mentioned in the Equality 2010 Act.

To further develop the strategy, the Council plan to consult specialist organisations such as disability equality groups, special schools and other relevant specialist organisations.

The strategy will be published / circulated to all stakeholders, and reviewed annually to measure progress. An action plan has been developed alongside the strategy to show the steps that will be taken to fill any gaps in provision or address any barriers.

### **Engagement with schools, children, young people, parents/carers**

#### **Summary / analysis of responses to questionnaire**

In developing its three years (2017 – 2019) accessibility strategy for disabled pupils, during December 2016, Croydon Council used a questionnaire to seek the views of school staff, disabled pupils, and parents/carers on the 3 access areas mentioned in the Equality Act 2010. This was enable us t: better understand what the current position is on disabled pupils access, and identify any accessibility barriers. .

We received a total of 10 responses, of which 8 were from schools / members of staff / teachers; and 2 from a parent/carer of a pupil. The analysis of responses below is more of a qualitative nature because of the low response rate as the quantitative results would not be statistically valid.

Please note that whilst questionnaire was sent to all Croydon maintained schools, the responses from the 8 schools should not be viewed as representative of the views of all schools. However, the responses will be used as an indication possible access areas and issues that require more attention.

#### *Key findings*

##### **Access to the curriculum**

A high majority of respondents felt that their school support universal access to learning, and try to find appropriate resources to meet the individual need of pupils. For example, the use of large font and coloured paper for pupils with visual impairment; and hearing devices and sound-field systems within their school to aid pupils with hearing impairment. However, some respondents pointed out that support/resources can only be provided when a pupil's additional needs have been identified and the school is notified.

##### **Physical environment**

Half of the respondents from schools stated that they did not believe their school was fully accessible. Some of the respondents expressed concerns about the number of stairs within their schools, a lack of ramps/lifts and inaccessibility corridors and toilets within older school buildings for pupils who use wheelchair.

A majority of the schools who responded, cited that disabled pupils are encouraged to take part in assembly, Music, Drama, P.E. and other activities, with lessons adapted to meet the varying needs of pupils. This include painting door frames and steps within the school in colours to aid visibility; and ensuring that disabled pupils are able to attend school trips by making arrangements ahead of educational visits so any necessary provisions can be put in, such as ramps for train journey.



### Information

Half of the schools who teachers who responded stated that they ensure they work with pupils, parents, SENCOs and teachers when setting targets for disabled pupils. This is done through parent evenings and review meetings for Education Health Care Plan (EHCP). If a parent has a disability - hearing or speech impairment, the school work closely with the pupil in order to communicate with the parents.

Schools use different approaches to inform parents/carers and disabled pupils about additional services/support they may be entitled to, for example, Early Help Assessment, and signposting to outside agencies.

### Support from the Council

Respondents stated that they would like to receive from the Council: checklist to ensure they are fulfilling their statutory duty; advice and guidance; and assessment.

### **Diversity and Equality monitoring**

Respondents to the questionnaire:

- Gender - 90% are female
- Age Range:
  - 40% - aged between 25 and 44
  - 40% - aged between 45 and 54
  - 20% - aged between 55 and 64
- Ethnicity
  - 70% - White – Northern Irish/British
  - 20% - Any other White background
  - 10% - Do not wish to declare ethnic group
- Disability
  - 10% - Mobility
  - 10% - Other
  - 80% - None

### Next steps

The responses have been used to further develop the strategy and action plan.

Subject to cabinet approval, we will be consulting specialist organisations such as disability equality groups, special schools and other relevant specialist organisations, to finalise the strategy. This is to ensure that the views from disabled people, with particular impairment, or issue/barrier is used to further develop captured the strategy.

## ACCESSIBILITY STRATEGY FOR DISABLED PUPILS

### ACTION PLAN

#### a) Increasing the extent to which disabled pupils can participate in the schools' curriculums

The curriculum covers not only teaching and learning but the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities or school visits.

Priority	Action	Responsible Person	Timescale	Outcome
Improve participation in the curriculum and outcomes for disabled pupils and pupils with SEND	Support school-to-school advice and sharing of good practice through networks such as the SENCO Forum and specialist outreach.			Better support for pupils with SEND
	Include a link to accessibility arrangements for exams on the Local Offer	SEN Project Support Officer	April 2017	More pupils remain within mainstream education
	Build capacity in schools through a training offer on best practice			Disabled pupils can participate fully in school life.
Ensure schools follow best practice in supporting and including disabled pupils and pupils with	Provide schools with best practice guidelines and include at SENCO Forum and on Local Offer			Feedback from pupils that school events and school trips are accessible

<b>Priority</b>	<b>Action</b>	<b>Responsible Person</b>	<b>Timescale</b>	<b>Outcome</b>
SEND when planning school events and trips				
Portraying a positive image of disabled pupils	Provide advice / guidance to help schools / teachers / pupils on the social model of disability.		June 2017	Positive attitude and representation of disabled pupils; no stereotyping of disabled people. Equal opportunities and choice for disabled pupils

**(b) Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools**

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, interior surfaces, floor coverings, room décor and furniture.

Priority	Action	Responsible Person	Timescale	Outcome
Programme of work to be put in place to review and promote accessibility in all maintained schools	Issue Accessibility questionnaire to each school to review current position and future plans		Apr 2017	Better understanding of accessibility in schools and future plans and priorities
	Analyse questionnaire feedback and use to identify priorities		Summer 2017	Accessibility planned into refurbishments and new builds
	Promote information on accessible environment to schools, parents, pupils		Apr and Oct each year	
	Obtain regular feedback from pupils and families on physical environment issues via questionnaires, focus groups etc		Annual basis	Feedback on pupil experience
	Work with pupils and families to collate examples of best practice in making		Annual basis	Schools and families have clear understanding and

Priority	Action	Responsible Person	Timescale	Outcome
	reasonable adjustments to the physical environment  Publish this on the Local Offer and via PIP website	SEN Project Support Officer		expectations on best practice  More schools improving accessibility features

### (c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

This part of the duty covers planning to make written information normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame. The information might include handouts, timetables, and information about school events. The school might consider providing the information in alternative formats (such as large print and audio tape) using ICT, or providing the information orally.

Priority	Action	Responsible Person	Timescale	Outcome
Local Offer to be accessible to pupils and families	Review and develop accessibility features - Use of symbols - Videos and photos - Browse aloud feature - Wikis for services  Seek feedback on accessibility of Local Offer	SEN Project Support Officer		Feedback that Local Offer and school SEN

<b>Priority</b>	<b>Action</b>	<b>Responsible Person</b>	<b>Timescale</b>	<b>Outcome</b>
Families to have easy access to clear information regarding support available for disabled pupils and pupils with SEND in each school	Each school to publish a current SEN Information Report that contains key information in a clear format  Each school to publish an accessibility strategy/ action plan			Information reports are easy to access
Schools' accessibility plan	Provide checklist to schools to ensure they are fulfilling their statutory duty. Review schools accessibility plan		September 2017  Annually	Accessible schools / building