In Year Fair Access Protocol (IYFAP) and Inclusion Panel Meetings
Terms of Reference March 2019
Secondary schools in Oxfordshire.

These terms of reference serve as an accompaniment to the Oxfordshire In Year Fair Access Protocol, outlining the way IYFAP panels carry out the functions of the IYFAP in identifying school places for vulnerable and permanently excluded pupils; and work collaboratively to achieve inclusion for pupils at risk of permanent exclusion and those missing out on education.

Currently there are 4 panels meeting in Oxfordshire throughout the year as set out in the IYFAP. Each panel meeting is chaired by a member of the LA in accordance with the current IYFAP. The meeting is divided in two parts. Part A – IYFAP placements and Part B – Inclusion.

(1) Part A IYFAP

The primary function of the IYFAP panel meeting is to obtain a school place for pupils who are either permanently excluded from their school, or where a pupil not on roll at a school has been unable to obtain a school place via County Admissions and is considered by County Admissions to meet the IYFAP's vulnerable admissions criteria. The detail relating to this part of the meeting is outlined in the IYFAP. Panel members and Headteachers should be familiar with the current IYFAP. This can be found HERE.

IYFAP panel meetings are co-ordinated by the Local Authority's Education Inclusion Officers (EIO). Referrals for the IYFAP part of the meeting are accepted from schools, and the county's Admissions Team. Reasons for referral include:

a. Permanent exclusion (School referral)

When schools permanently exclude a pupil they must complete an Exclusion and Reintegration Referral Form (EERF) on day one of the exclusion. This form provides the information needed for the alternative provider and acts as a referral to the IYFAP panel. Permission to share the information must be agreed with parents and the date of the conversation recorded on the form. Headteachers are responsible for the quality and timeliness of the referral. The EIO will add the pupil to the agenda and ensure papers are sent in a timely manner to the clerk for distribution (6 days prior to the IYFAP meeting).

b. Vulnerable pupil unable to obtain a school place via county Admissions (referral from Admissions Team)

The county admissions team provide information for the referral completing as much of the ERRF as they have the information to provide.

The EIO will provide an overview of pupils to be placed through the IYFAP (on a 'quick reference grid'). This will include information regarding the views of parents and the young person regarding placement. County Admissions and Transport will provide distances to local schools. This will be shared with the paperwork by the clerk 3 working days before the panel meeting for schools to begin having conversations about admitting pupils through the IYFAP.

Consideration is given to the number of pupils a school takes on roll through the IYFAP. An updated list of vulnerable pupil movement within the academic year is made available at the meeting by the EIO (this is known as the 'ins' and 'outs)'. The reason for the vulnerable admission is clearly marked in each case. To add to this list there is a vulnerable admission form which must be completed by the deadline for the meeting. Pupils moving through panel are highlighted in yellow and added by the EIO.

A spreadsheet has been developed to support decision making by giving an overview of the current situation in a school. Schools submit data based on their cohorts to the EIO 6 days prior to an IYFAP meeting. The data identifies year groups (split into male: female) that are challenging using a RAG rating system - 2 red (most challenging), 4 amber, and 4 green for each school. This helps the panel to decide where a pupil would best be placed in a clear, transparent and fair manner. The EIO for the area is responsible for ensuring the spreadsheet is updated. The spreadsheet is a guide to support decision making for the panel. This does not mean that a pupil could not be placed in a 'red' year group.

The panel is expected to identify the most appropriate school to offer a place promptly, managing transition without delay to avoid gaps in the pupil's education. Alongside the offer of a school place a start date will be identified. Schools must enter pupils on the admission register and attendance register from the first day which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school must establish the reason for the absence and mark the attendance register accordingly, taking action to secure attendance as required (DFE attendance guidance Sept 2018). The case remains on the discussion grid as a review item for the next meeting.

The school identified at IYFAP is offered to the family who either accept the place, or they decline and make their own application to County Admissions. IYFAP cannot override the parents' right to make an application.

Receiving schools should receive all files and relevant information promptly from the sending school to assist them with a successful transition, best practice would be a school to school handover meeting to jointly consider suitable support arrangements where files can be transferred in person.

If the IYFAP fails to identify a school place and start date for a pupil, the decision is referred to the Admissions Manager in discussion with the EIT within 2 working days and the protocol is followed.

(2) Part B Inclusion

In addition to its primary function, the panel discusses solutions for supporting pupils who are at significant risk of permanent exclusion and/ or at risk of missing out on education. This part of the meeting provides an opportunity to share and develop good practice in inclusion and early intervention. Colleagues from different agencies are invited to contribute to this part of the meeting. Where individual cases are presented by schools for discussion, schools need to share evidence that they have exhausted their resources to support that pupil. Panel members can advise the school, and recommend further support or intervention. This may include offering an alternative placement (not including specialist

SEN placements). There is some inclusion funding available to support pupils. Currently this includes some LA funded places at Meadowbrook College (the county provider for alternative provision) allocated to each area.

The following are examples of cases discussed:

- Pupils at risk of exclusion for persistent disruptive behaviour.
- Pupils at risk of missing education through persistent absenteeism.
- Pupils on reintegration or 'reduced' timetables for more than 6 weeks.

A register is kept of the following:

- Vulnerable admissions that have happened outside of the IYFAP meeting agreed with LA staff that meet the definitions set out in the protocol – these are lodged as 'ins' and 'outs' for the academic year.
- Managed Moves being conducted by schools. These are recorded on the LA database to track individual pupil's education history.

- The impact of funding allocated through panels is discussed at the meeting to inform future decision making.

There are 4 reasons for referring to the inclusion part of the meeting:

1. To initiate a strategic discussion around a particular issue affecting pupils in school or in a locality (eg. CDE, poor attendance due to mental health issues etc) or sharing of good practice (this may include curriculum developments to support learners vulnerable to underachievement and positive experiences of interventions and/ or alternative provision). To agenda an item contact the Chair or raise in a meeting for a future agenda.
2. To discuss individual pupils for consultation.
   There will be a slot for no names consultation on the agenda to provide support and offer advice/suggestions.
3. To request funding for an in-school intervention or alternative provision to support inclusion.
   A funding application form is available for schools to complete. This is available on the INSITE page**.** Appendix G. This should be sent via email to the EIT inbox by the deadline of the next meeting. Please include the area name (North / Central /South/ West) and the words 'inclusion funding application' in the title. Schools should discuss this application with parents in advance of putting in the request.
4. To discuss a possible managed move intervention.
   The referral (The ERRF) Appendix I should be sent via email to the EIO by the referral deadline**.** Please include the area name (North / Central /South/ West) and the words 'Managed Move application' in the title. Managed Moves are usually arranged directly between schools but this intervention must be logged at the inclusion meeting and the protocol followed. Schools should discuss this application with parents in advance of putting in the request.

Referrals for 3 and 4 will be considered when schools can demonstrate the inclusive strategies and interventions deployed over the last twelve months and the impact of these on the individual.

Evidence may include:

- ✓ Support for staff to meet the needs of the pupil
- ✓ Effective assessment of need
- ✓ Appropriate development of universal, targeted and specialist SEN support (a stepped approach)
- ✓ Consultation with key professionals supporting the child and family
- ✓ Evidence of an Early Help Assessment and Team Around the Family
- ✓ Evidence of a Pastoral Support Plan or Inclusion Support Plan to reduce the risk of exclusion

Schools and partner agencies need to have confidence that each school is applying the same principles to assess and address underlying causes of disruptive behaviour and any SEN or disability that a pupil may have. The EIT will endeavour to monitor and challenge referrals where it appears there are outstanding actions a school could take. Schools and partner agency representatives are encouraged to challenge each other in panel meetings to ensure consistency and best practice are maintained.

For each IYFAP panel meeting there will be a referral deadline set 6 working days prior to the meeting. All referrals must be received by the deadline to be included on the agenda. This enables the EIT to process each referral in time to circulate relevant documentation to the panel members 3 working days in advance of the meeting. Incomplete referrals will be returned to the sender for completion and may not be included on the discussion grid.

The timeline for referrals to be discussed at meetings is provided below. Appendix A.

The Oxfordshire School Inclusion Team 'reducing the risk of exclusion' document is a useful tool for identifying areas yet to be addressed to meet the needs of the young person. This can be found below. Appendix B.

(3) Preparation and supporting documentation

3 school days in advance of an IYFAP panel meeting, the IYFAP clerk or EIO will circulate the following documentation:

- Discussion grid containing all referrals to be considered in part 1 and 2 of the IYFAP panel meeting (created by the local authority ONE database)
- Quick reference grid (Appendix I)detailing those pupils requiring a school offer (created by the EIO with county transport)
- ERRF forms relating to pupils requiring a school offer or potential Managed Move
- Funding application forms

The following information will be shared on the screen in the meeting and not shared by email:

- Record of pupil movements under the IYFAP in the academic year ('Ins and Outs')
- Financial update and information with reference to the inclusion funding.
- RAG rating grid for current cohorts to inform decision making.

- Information regarding exclusion data will also be shared at the meeting to inform strategic discussion.

(4) Finance

Budgets for secondary schools in Oxfordshire include:

a. Age Weighted Pupil Funding (AWPU) including notional element one SEN funding KS3 £4,200 / KS4 £4,400
b. SEN delegated element two funding notionally up to £6,000 per pupil.
c. Pupil Premium – Free School Meal eligibility £935; Looked after child (LAC) £1,900; child no longer looked after because of adoption, special guardianship order, child arrangements, residence order £1,900; service child £300.
d. Top-up funding above £10,000 delegated to secondary schools using a formula approach.

Information regarding amounts of Top up funding are available on the Intranet.

A notional budget should not limit the amount schools spend on SEN. Additional SEN provision should be costed by the school in relation to identified interventions to support expected outcomes for each child or young person, avoiding the use of a currency of teaching assistant hours, though where this is needed an approximate amount (per hour) of £10 for TA support and £15 an HLTA. £30 for a teacher should be allocated.

IYFAP panels have been granted a sum of money from the high needs block to support inclusion and reduce the risk of exclusion for the fiscal year 2018/19. This is split between the 3 county areas as follows:

North	North panel £49,000; West panel £47,000
Central	£70,000
South	£87,000

The impact of money allocated via the meeting will be evaluated by the panels to inform further decision making and commissioning of additional alternative provision. This information will be requested three times a year.

(5) Managed Moves

The managed move protocol must be followed. Appendix F. The parent must give full consent and must never be pressured to move their child under threat of exclusion. Schools broker managed moves with each other.

The panel can support with brokering moves, considering if they agree that the managed move is an appropriate intervention, and if so, identifying the most appropriate school for transfer. Unlike a pupil without a school place, panel is not obliged to offer a school place in the

case of a managed move and cannot be directed. Consideration may be given to the number of pupils a school receives under the IYFAP through the academic year.
Managed moves, when conducted effectively as an intervention, can offer an alternative to exclusion by giving a pupil a 'fresh start'.

a. **Long-term alternative provision/PRU**

The local authority will make provision for pupils who receive two permanent exclusions within two years, where neither exclusion was followed by an Independent Review Panel (IRP) 'quash and direct' decision. The local authority may still approach the IYFAP panel to ask for school placement. Schools cannot be directed to offer a place under these circumstances.

In addition, the local authority may offer long-term provision through their arrangement with the alternative provider in the following circumstances:

a) Pupil at high risk of receiving a second permanent exclusion. Through discussion at the IYFAP panel, a request may be made to the local authority Education Inclusion Team (EIT) for a long-term alternative provision/PRU place.
b) Where a pupil has been receiving interim alternative provision following a permanent exclusion and an assessment of the pupil's needs demonstrates they are unlikely to be able to return successful to a mainstream school.
c) Where a pupil moving into the county was educated in an alternative PRU provision in their previous county.

If the parent does not wish to accept an offer of a place at an alternative provider or PRU and the pupil has not received two permanent exclusions, the parent has the right to make their own application for a school place to County Admissions. IYFAP / Inclusion panel cannot override the parents' right to make an application.

b. **Short-term alternative provision/PRU**

For pupils who are permanently excluded, the local authority has statutory duty to provide education from day 6 of the permanent exclusion. The local authority arranges education via an alternative provider in the interim while another school placement is identified.

In addition, the local authority may offer short-term provision through their arrangement with the alternative provider in the following circumstances:

a) Pupil at risk of permanent exclusion, where it is agreed the alternative provision will meet their needs and support assessment for future provision and intervention. Through discussion at the IYFAP / Inclusion panel, a request may be made to the local authority Education Inclusion Team for a short-term alternative provision/PRU place.

The pupil remains on roll at their school during interim provision in these circumstances and returns to their school once the short-term provision has ended. On occasion, in agreement with the local authority and alternative provider, interim provision may be used as part of

a managed move or other transition. Interim provision cannot be extended in these circumstances and a pupil would have to return to their original school or identified placement once the interim provision ends.

b) Where a pupil moving into the county was educated in an alternative PRU provision in their previous county and a period of assessment and support within alternative PRU provision is considered appropriate.

c. **Requests for funding**

IYFAP / Inclusion panels have generally operated a principle of one request per child up to £3,000 with no option to return for further funding for that pupil beyond this maximum. The aim being to reduce a pupil's risk of permanent exclusion by supporting a school to:

a) offer a place to a pupil for whom they do not have AWPU funding where that pupil meets the IYFAP vulnerable admission criteria and requires additional or alternative provision
b) contribute towards additional provision for an individual. The school would be expected to budget for any future provision in subsequent financial years.

IYFAP panels may want to consider referrals for funds to support a group of pupils in one school or across a number of schools/providers.

Referrals for funding must clearly outline the provision or intervention to be funded and the breakdown of costs, including contributions from the school. The panel will be responsible for reviewing the impact of interventions funded through IYFAP panel meetings.

Schools should demonstrate how much they have already spent on provision for the individual pupil on the funding application. They must include the impact of the different interventions.

A funding framework is available below. Appendix C.

7.5 Consult IYFAP / Inclusion panel for advice

The IYFAP / Inclusion panel meetings are a good opportunity for sharing examples of best practice and creative solutions. Schools may have a particularly challenging or complex situation with a young person at risk of exclusion and further to seeking advice from the EIT and other partner agency professionals, may benefit from consulting the IYFAP / Inclusion panel for advice.

(6) Year 11 pupils

Wherever possible, schools should avoid using permanent exclusion, managed moves or Alternative Provision/PRU placement for year 11 pupils, particularly in the second half of the academic year, in recognition of the impact upon the student. In these cases, the panel will collaborate with the referring school to look at an alternative plan and where appropriate provide support to the existing school to keep the

pupil on roll. Ultimately IYFAP / Inclusion Panels cannot override the head teacher's authority in taking a decision about permanent exclusion. IYFAP / Inclusion Panel cannot override a parents' right to make an application for an in-year transfer in year 11, though in these cases the county Admissions Team and in some cases the EIT would negotiate with the parent about the pupil remaining in the existing school. LA funded transport may be considered if it will support a vulnerable pupil to remain at their existing school until the end of year 11.

(7) Panel members

IYFAP panel meetings are attended by the following professionals:

- County Admissions and Transport Team representative
- EIT representative
- Educational Psychology Team representative
- A representative from each secondary school with authority to offer school places
- A representative from alternative providers commissioned by the Local Authority

Inclusion panel meetings are attended by the following professionals:

- County Admissions Team representative
- Exclusion and Reintegration Team representative
- Representative from each secondary school with authority to offer school places
- Educational Psychology Team representative
- Locality Community Support Service representative
- School Attendance Liaison Officer
- Alternative providers in the area
- Police
- Health (CAMHS in reach /school nursing)

An information sharing protocol has been developed. All attendees at the meeting must sign the protocol held by the clerk. Appendix D.

(8) Meeting Minutes

Decisions and actions are recorded by a clerk who is paid for from the inclusion funding. This is split equally by each panel. Minutes are circulated to all parties within 48 hours of the meeting. These use initials for the pupils and information is kept to a minimum. Notes on what will be recorded on the LA data base are included with actions that are reviewed at the next meeting.

(9) Accompanying documents

- In Year Fair Access Protocol 2018. The current IYFAP can be found HERE
- Exclusion and Reintegration Referral Form KS3/4 (ERRF) can be found HERE

Appendices

- A - Deadlines for paperwork shared in relation to panel meetings
- B - Checklist to reduce the risk of exclusion for persistent disruptive behaviour.
- C - Inclusion Funding Framework
- D - Information Sharing Protocol to Support In Year Fair Access Protocol (IYFAP) and Inclusion Panel Meetings
- E - Example agenda
- F - Managed move principles and protocol
- G – Funding application form – Inclusion funding
- H - RAG rating spreadsheet for use at IYFAP/ Inclusion panel meetings
- I – Quick reference grid

Appendix A

Deadlines for paperwork shared in relation to panel meetings.

City and North	Friday or sooner	**Monday deadline**	Tuesday	Wednesday	Thursday	Friday	Monday	**Tuesday 9.30 – 11.30 meeting**	Wednesday
South	Tuesday or sooner	**Wednesday deadline**	Thursday	Friday	Monday	Tuesday	Wednesday	**Thursday 9.30 – 11.30 meeting**	Friday
West	Wednesday or sooner	**Thursday deadline**	Friday	Monday	Tuesday	Wednesday	Thursday	**Friday 9.00 – 11.00 meeting**	Monday
EIO speaks to parent	EIO requests Transition	**Schools provide**	LA admin adds	EIO checks the ONE	**IYFAP Clerk distributes**	**School IYFAP reps review grid and**		**IYFAP Panel Meeting 1**	EIO issues overview of

and the pupil (where appropriate) following PEX and ascertains any relevant information regarding future placement As ERRF forms come in (Day one of the PEX) EIO to challenge any paperwork that is not complete.	reports for any PEX pupil requiring placement currently in alternative Day 6 provision. Updates to RAG submitted to EIO by schools.	**referrals by midday (start contacting potential schools / provision)** EIO checks referrals (prioritising those requiring placement – part A of the meeting), calls/emails schools where referrals are incomplete, appear inappropriate or otherwise require discussion EIO compiles quick reference table of pupils requiring placement and forwards	referrals checked by EIO to ONE and creates discussion grid Admissions to complete quick reference table with information on closest schools and transport, returning to EIO by end of day	discussion grid and prepares email to schools with completed quick reference grid EIO sends all paperwork to Clerk for distribution EIO liaises with schools and encourages schools to liaise with each other prior to panel	**discussion grid and quick reference grid along with attachments to the panel members by end of day** EIO liaises with schools and encourages schools to liaise with each other prior to panel	**discuss as required with Head / SENCO etc.** EIO liaises with schools and encourages schools to liaise with each other prior to panel	**rep sent by each school** LA staff in attendance Chair EIO for the area Admissions and Transport rep EP Clerk	decisions made at the IYFAP panel meeting Clerk sends minutes to EIO for accuracy check. Minutes sent out to panel reps by clerk within 48 hours of the meeting. LA admin or Clerk add additions to ONE. Admissions write schools confirming decisions from panel. EIO follows up any further actions from the meeting.

		to Admissions						

Appendix B

OXFORDSHIRE SCHOOL INCLUSION TEAM (OXSIT) **Checklist to reduce the risk of exclusion for persistent disruptive behaviour.**

This checklist was developed for schools to reflect on provision for learners presenting with challenging behaviour to reduce the risk of exclusion.

3 stage approach to supporting Inclusion of learners presenting with challenging behaviour

1. Monitor Behaviour – report card – contact home.	Use the school behaviour policy and monitor behaviour, attendance and attainment regularly. Work with SENCO to ensure repeated behaviours resulting in sanctions are not a result of unmet need. Ensure CYP is being planned for at the right level of challenge. Work with parents to ensure home school partnership towards improved engagement with school and learning.
2. Inclusion Support Plan ISP The ISP is a helpful alternative to an individual behaviour plan or Pastoral support plan. Try to establish what the child is trying to communicate through their behaviour by reflecting on triggers for disengagement and developing strategies to reengage the learner.	Introduce following internal exclusions or a serious behaviour incident. Review WEEKLY with key adults in school. Work towards agreed outcomes (rather than set targets) to ensure the pupil make progress from where they are currently.
3. Pastoral Support Plan PSP The PSP continues to run as the main framework for supporting school settings to reduce permanent exclusions.	Introduce if the pupil is at risk of PEX. Outline the support offered. Frequently meet with parents to review progress. Set achievable goals towards an acceptable outcome in a period of time.

When thinking about next steps for the learner – consider the following questions

Check the data (attendance / exclusions / behaviour points) Are there are any themes?	
Can you identify any triggers for behaviour through the patterns?	
Does the CYP file highlight a history of need?	
Has the CYP been identified with any SEN?	
Has the Oxfordshire SEN guidance been used to check what the key barriers to engaging in learning are for the pupil?	

Have any diagnostic assessments been used to identify any needs or areas for development?	
Is the CYP in a group vulnerable to underachievement? (LAC/SEN/EAL/CIN)	
Is there an EHA in place / Has there ever been a CAF or EHA for this young person?	
Does the CYP have a pupil profile / pupil passport?	
Is the school behaviour policy being used consistently to support the learner (– including any identified reasonable adjustments?)	
Is the school reward system being used in a way that is equitable to the CYPs needs?	
What external issues may be affecting the learner at this time (eg, sig. family events). Are there any historic issues that may now be affecting the CYP?	

Provision for the learner. Have you engaged with or considered the following?

Team teach training and de-escalation strategies	
Behaviour assessment to identify inclusion strategies – Boxall, SDQ or QCA assessments	
Is there a Risk Assessment in place for staff, other CYPs, the CYP themselves?	
Have you considered an Ed Psych referral and assessment?	
Have you tried a bespoke timetable working with the CYP to avoid 'behaviour hot spots'	
Work with the CYP to RAG rate their timetable and put in support to eliminate red and reduce amber.	
What incentives are meaningful and relevant to the CYP?	
Is a reduced timetable a useful tool at this time? (Ensure all guidelines are followed for safeguarding reasons)	
What nurture interventions are available that would benefit the CYP?	
Have you considered a referral to PCAMHS / CAMHS? Contacted the SPA hotline?	
Would the CYP benefit from seeing a counsellor at this time? Some form of therapy?	
Is support needed for the family? Consider referral to external agencies / partners. Discuss case with the LCSS.	

Is there a key adult for the CYP– to advocate and support them each day, rewarding where success and progress has been made and communicate with home and other adults in school?	
Is there a need for restorative justice to move a relationship forward?	
Is there a time line of incidents that supports the CYP to begin to understand and manage their behaviours.	
How are staff being supported?	
How is the CYP developing independence in managing their emotions? Support for developing emotional literacy and self-regulation strategies.	

At each meeting / review point

What is the data telling us now?	
What are the views of the child?	
What are the views of the Parents / staff / support team / external agencies?	
How will I ensure the meeting is professional and managed well so all views can be heard and it is a positive process for all moving the situation forward?	

Seeking additional support – look at Oxfordshire's SEN local offer online and the diminishing difference provision map on the OXSIT website.

Oxfordshire School Inclusion Team	
Education and Reintegration officer – Education Inclusion team.	
Team teach training	
Ed Psych team	
SENSS if appropriate	
Special School outreach workers	
Charity providers	
SEN IASS (formally Parent Partnership)	
Alternative provsion	

At each significant incident

Ensure the paperwork is completed and a clear record is maintained. Avoid emotional language and keep it factual.	
Ensure all parties share what happened so that an accurate account is recorded in an impartial manner.	

Ensure the CYP has supported time to reflect and learn from what went wrong using appropriate tools when they are calm, ready and able to do so.	
Ensure the CYP learns from the behaviour incident and has opportunities to mend relationships and 'put right' the situation when they are calm, ready and able to do so.	
Ensure staff who were involved have time to follow up with the CYP to move on from the incident when the time is appropriate.	
Ensure students who were involved in the incident have the appropriate follow up.	
For all CYPs involved communicate clearly with parents what happened and the follow up.	

Appendix C

Inclusion Funding Framework

Inclusion meetings in Oxfordshire

January 2019

Inclusion funding

The Local Authority currently allocates High Needs Funding to support inclusion of pupils at secondary schools to reduce exclusions. The amount of funding allocated is discussed at Schools Forum. Funding is allocated to 4 inclusion panels in the county allocated by fiscal year.

Headteachers are responsible for ensuring that the money allocated via the panel is spent to support inclusion. They will ensure that the impact of the spending will be recorded and shared with the panel. Schools receiving money from the panel are committed to working to reduce the risk of exclusion for pupils Applications are also considered to support improved attendance for pupils who are not accessing their full-time education entitlement.

The high needs funding system has two main components, core funding and top-up funding. 'Inclusion Funding' allocated to the four area panels is top-up funding to support secondary schools to reduce the risk of exclusion for pupils and to improve inclusion. Schools are expected to use their core funding to support inclusion for pupils before applying to the panel for top up funding.

The EFSA makes an allocation to local authorities for high needs as part of the dedicated schools grant (DSG). The high needs block is not separately ring-fenced within a local authority's DSG. This means that local authorities can decide to spend more or less of the total funding than they have been allocated for high needs.

Local authorities decide how much to set aside in their high needs budget for the place and top-up funding to institutions. Some of the place funding is included in local authorities' initial DSG allocation and then deducted by EFSA so that it can pay the funding direct, for example to academies.

Local authorities also use their high needs budget to pay for central services relating to SEND and AP, as permitted by The School and Early Years Finance (England) Regulations 2017.

There may be instances where aspects of high needs provision are not allocated through place funding. For instance, specialist teachers directly employed by a local authority to provide support for pupils with sensory impairments, or tuition for pupils not able to attend school for medical or other reasons. Local authorities may fund this provision from their high needs budget as a separate arrangement. Where such services are delivered by, or commissioned from, schools or other institutions, the authority may devolve funding from its high needs budget

Applying for inclusion funding (secondary schools)

Schools must ensure that they have used their resources to support a pupil before applying to the panel for top up funding. In order to do this schools submit a funding application form outlining the additional resources that they have directed to the pupil in the last calendar year to the Education Inclusion Team. The application form includes an individual provision tracker. This is also used when applying for an assessment in relation to an Education Health Care Plan. Schools must also use the SEN guidance to identify pupils who need to be placed at SEN support and plan to meet needs and overcome barriers to learning. If a pupil is entitled to the Pupil Premium Grant the school should demonstrate how this funding has been used to support the individual in school over the last academic year. Panels work together to ensure equity of provision in schools for pupils with high needs and will challenge school provision where they believe it is inadequate. Pupils with EHCPs will not be considered for inclusion funding. LAC pupils will not be considered unless the referral is supported by the Virtual school.

Funding is usually allocated per pupil with a limit of £3000 for any individual. Schools must be able to demonstrate the impact of the funding on improved outcomes for the CYP. Panels must use the funding efficiently. It is good practice to ask for the money for an intervention and then review over time. Very occasionally more funds will be allocated than £3000. This decision is based on the case of an individual pupil. When requesting for funds for a pupil schools agree to avoiding permanent exclusion for this pupil. If the pupil requires a managed move during the funded intervention because of a breakdown in relationships at the school the school will ensure that the funding follows the pupil to support the move to the transfer school. This will be discussed with the panel who allocated the funding.

Schools can bid for funding to support training or an intervention that meets the needs of a number of pupils (or cohort) as long as the funding can be tracked by impact on named pupils or reduced exclusions / improved attendance for a cohort. Schools and panels may choose to commission

support or alternative provision with the funding. Decisions about strategic spending will be made at the Inclusion meetings and agreed by the members of the panel.

This funding can be used to pay for alternative provision for pupils. Where schools are commissioning alternative provision they are responsible for quality assurance. Panels will often request schools match-fund any alternative provision for pupils. Panels are responsible for monitoring the equitable division of the funding in the schools. A school in difficult circumstances for a period of time may receive a higher percentage of the money at the discretion of the panel.

This funding cannot be used to fund transport to an intervention or alternative provider.

Monitoring the impact of the funding

Schools must monitor the impact of the spending on the pupil. This information will be requested x3 per year for the pupil / groups of pupil. The headline outcomes will be shared with the panel to inform future decisions about allocation of funds. Assessment measures will include – improved attendance, reduced exclusions, reduced behaviour points, increased reward points, pupil voice, parental voice, teacher feedback, QCA behaviour scores. Baselines will need to be established to monitor progress over time.

Appendix D

Information Sharing Protocol to Support In Year Fair Access Protocol (IYFAP) and Inclusion Panel Meetings
January 2019

1. The Schools Admissions Code 2014 requires all admission authorities of state funded mainstream schools to participate in the Fair Access Protocol to ensure that unplaced children are allocated a school place quickly. The purpose of the Fair Access Protocol is to ensure that outside the normal admissions round unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. The panel meeting brings together key partners, stakeholders and providers to achieve this.

2. The IYFAP / Inclusion panel will report to a more strategic group (Learner Engagement Board tbc) as the mechanism for addressing themes or issues that cause barriers to education provision.

3. The IYFAP / Inclusion panel may include representatives from the following:
   - Any Oxfordshire County Council service
   - Thames Valley Police
   - Oxfordshire Secondary Schools
   - Alternative Providers
   - Oxford Health (including CAMHS)

- And and any parties that are invited to engage in the In Year Fair Access Protocol

4. This information sharing protocol seeks commitment to a framework to ensure secure and appropriate information sharing by agencies operating within the IYFAP / Inclusion panels.

5. The analysis and evaluation of educational data is central to the IYFAP / Inclusion panel process, and the responsible sharing of data and information provides the basis for involvement to ensure young people do not miss out on education.

6. The data circulated to the panel members by Oxfordshire County Council may include and relate to (but not necessarily be limited to):
    a. Attainment
    b. Attendance
    c. Exclusions
    d. SEN
    e. Health
    f. Behaviour/conduct

7. Data will be provided in various formats as agencies may use different recording databases, but will only be shared with those members of the IYFAP panel who need the data to perform their professional duties.

8. All members of the IYFAP / Inclusion panel agree to share activities carried out by members of the IYFAP / Inclusion panel to ensure all young people have access to a quality education provision; and to monitor the impact of the panel.

9. All recipients of data shared under this protocol are required to use it in a professional manner, to promote:
    a. Full-time education for all children
    b. Mutual support
    c. The improvement of outcomes for children and young people

    This protocol expressly excludes the use of shared data to:
    d. Discriminate against a child or establishment
    e. Provide the data to any third party

10. All data recipients are required to ensure the data they share, use, download, store or print is appropriately protected and in line with General Data Protection Regulations and their own agency or service policies relating to data. This includes, where necessary, the encryption of data, its secure storage and disposal. Data should be deleted where the individual has no need to retain it.

11. Wherever possible record sharing around individual pupils will be minimised. Data will only be stored (following retention policies) by agencies and services who need this to carry out their professional duties.

12. Breach of these protocols by any individual, group or organisation who has signed up to them will be investigated and future access may be denied.

13. Panel members should be familiar with Oxfordshire County Council Privacy Notice which can be found here this covers issues of consent for information sharing: https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/aboutyourcouncil/corporateovernance/GenericPrivacyNotice.pdf

Agreement: We the undersigned do hereby agree to implement the terms and conditions of this Protocol.

Organisation	**Name**	**Signature**

Members of IYFAP / Inclusion panel / Date……

Appendix E

In Year Fair Access Protocol / Inclusion Panel
Example Agenda
(2 hours)

1. Welcome

2. Introductions and apologies, circulate attendance sheet

3. Any issues arising from the minutes of the last meeting

4. Reminder of Information Sharing Protocol

5. Update on Vulnerable admissions 'Ins' and 'Outs' and county data regarding exclusions for this academic year (shared on projector)

6. Update on Inclusion funding allocations for the fiscal year (shared on projector)

7. Any updates to the RAG rating (changes to be submitted by the meeting deadline).

8. Update from Alternative Providers on provision and LA funded places.

Part A - IYFAP

9. Reminder of the terms of reference. "We are here to carry out the functions of the In Year Fair Access Protocol to allocate school places for hard to place pupils"
   Refer to the **Quick Reference Grid, RAG rating for cohorts**, **Exclusion and Reintegration Referral Forms** (ERRF) and **transition reports** from the alternative provider.
   The current **IYFAP** is followed.

After each pupil is discussed, for the benefit of the minutes, summarise the following:

- The decision(s)
- Any actions agreed, attribute to individual(s)
- Timescales (including date on roll)
- Specific costs and application of funds (for funding requests)
- Whether to remove from grid or review (by agreement with LA representative)

Part B – Inclusion

10. The **discussion grid** is followed to discuss pupils requiring managed moves (these may also be referenced on the **Quick Reference Grid** if a school is looking for an offer of a managed move), Funding requests and reviews of pupils from previous consultations if they have moved beyond a no-names. This includes discussions about alternative provision. Pupils for whom funding has been allocated are reviewed. **Applications for funding** will have been shared in advance of the meeting. Pupils will have been added to the discussion grid when referrals have been completed and submitted to the Education Inclusion Team.

11. There is a slot for no- name consultation for pupils not referred into the meeting.

12. Strategic items are discussed. This may include discussions with agencies including health, social care and the police about a particular issue of concern in an area (usually identified through the data). Schools share good practice and work together to find solutions to matters relating to inclusion. This may include commissioning bespoke packages of support or sourcing training for school leaders.

13. AOB -schools can flag issues to be discussed at future meetings. Any AOB should be alerted to the chair in advance of the meeting.

14. Close meeting
    Request that all members delete the circulated information and collect any paperwork copies containing pupil information for secure shredding by the local authority representative.

Appendix F

Managed Move Intervention - Oxfordshire
Updated: January 2019

Principles

Schools in Oxfordshire recognise the importance of early identification of pupils at risk of permanent exclusion for persistent disruptive behaviour. This allows time for planning for effective support, intervention and alternative provision to reduce the risk of exclusion.
Managed moves should not be used as an alternative to permanent exclusion. They are an effective intervention for some pupils who benefit from a fresh start at a new school. A period of time (or guest placement) at the 'transfer' school, while the child remains on roll at the 'home' school, allows all parties to determine whether or not a change of roll will be successful before committing to a full transfer. In order to ensure that this process is carried out fairly to all, the schools involved agree to the following principles:

A. We will act in the best interests of the individual child and all children under our care.
B. We will collaborate constructively, with integrity, in a spirit of mutual trust.
C. We will communicate clearly, honestly, accurately and regularly.
D. We will commit to providing the highest quality transition arrangements when moves are agreed.

If a school has a pupil for whom they wish to seek a managed move they should speak to colleagues in appropriate schools. Schools can broker managed moves in line with the protocol below. If a school is seeking a transfer school for a managed move they can ask for this to be added to the agenda for the locality IYFAP / Inclusion meeting. Managed moves should be lodged in the county IYFAP / Inclusion meetings to be recorded on the county database.

Protocol

1. The child will visit the transfer school with their parents/carers and a representative from the home school before a managed move intervention is agreed. A lead member of staff at each school will be identified.

2. All parties involved must agree to the managed move intervention: the child, parents/carers and both schools.

3. Prior to commencing the intervention, the home school will verbally share information about the child and their circumstances with the transfer school. This will normally include the child's:
    a. Academic record
    b. Behaviour record including:
        i. Significant incidents and sanctions received
        ii. Triggers, typical behaviours and strategies for dealing with them
        iii. Interventions received (including any external involvement)
        iv. Whether the child is at risk of PEX and/or may pose a risk to the safety of others
        v. Any risk assessments in place
    c. Attendance record
    d. SEN, PPG, and any safeguarding information.

    LAC should not be considered for a managed move without agreement from the Virtual School.
    Pupils with an EHCP should not be considered for a managed move without agreement from the SEN officer.

4. Once a Managed Move Intervention has been agreed with all parties and a date confirmed for the start of the intervention written documentation can be shared. The ERRF is a useful document for summarising the information above – however, additional information may also be shared at this point. The Education Inclusion Team at OCC must be notified of the managed move arrangements.
5. A face-to-face meeting will take place between the child, their parents/carers and representatives from both schools. At this meeting, a written 'contract' will be drawn up and signed by all parties, covering:
    a. Mutually agreed success criteria in the form of aspirational outcomes. The pupil will have achievable goals based on current data from the school and not be set up to fail.
    b. The overall length of the Managed Move intervention
    This is usually at least 6 weeks with 3 weekly review points. This can be extended up to 12 weeks if all parties are in agreement. There should be clear timings attached to any agreements. Review meetings should be minuted, the home school retaining a copy for the pupil file
    c. The transfer school's expectations of the child and any reasonable adjustments to meet individual need

d. The support that the transfer school will provide to the child in order for them to meet the set outcomes
e. The support that the home school will provide the transfer school and/or the child, including short-term financial support for uniform, transport, etc. according to the principle that 'the money follows the child'

The contract will state that the child will be dual registered at the home school and transfer school for the duration of the trial and all three parties, transfer school, home school and parents reserve the right to terminate the trial at any point. At the end of the intervention the pupil records (including records of the managed move contract and intervention) will be collated by the school where the pupil is on roll.

6. During the Managed Move Intervention time period, the transfer school will communicate regularly and clearly with the child, parents/carers and home school, reviewing the guest placement in a timely manner. Progress towards outcomes will be noted and minuted. The home school is ultimately responsible for ensuring that the pupil's record for the period of the guest placement is accurate kept.

7. Once the guest placement period ends, a joint decision will be taken by the child, parents/carers, transfer school and home school, choosing from the following options:
    a. The Managed Move has been completely successful and the child will transfer to the new school's roll (funding will be calculated following the child to the new school they are transferring to). The pupil file will then be transferred from the home school to the transfer school
    b. The Managed Move has been partially successful and will be extended agreeing the final date
    c. The Managed Move has been unsuccessful and the child will return to the home school

    The learning from the guest placement will be minuted ensuring the pupil voice is recorded with regard to further support needed in the home school.

    Where a mutual agreement cannot be reached, the transfer school will have the final decision. The Education Inclusion Team at OCC must be notified of the updated arrangements. The team will update the LA database showing the pupil's school history.

8. If, despite all best efforts, a Managed Move intervention fails but the parents/carers persist in applying for a parent-led transfer to the transfer school, the school must consider this application in line with the admissions code. This process does not take away the right for a parent/ carer to apply for a school place in the normal manner. Schools should not refuse a place if they have a space available.

9. This protocol must be followed for all managed moves in Oxfordshire.

Appendix G

Funding application form – Inclusion funding

Name of pupil: **DOB:** **Current academic year:**	**UPN:** (LA staff Delete before sharing with schools)	**School referring:**	**Name of person referring and contact email:**	**Date of application:**

SEN Support: Y/N **Pupil Premium: Y/N** **LAC: Y/N** **(refer to VSLAC first)** **EHC Plan: Y/N** **(refer to SEN – not applicable)** **Note if an application for assessment is in process.** **EHA/TAF: Y/N** **Dates** **PSP / ISP: Y/N** **Dates**		**What are you requesting funding for?** **How do you anticipate this intervention will overcome the barriers to learning for the CYP?** **How will you monitor the impact of the funding?** **You will be expected to return information to the ERT to monitor the impact of the funding x3 per year. The funding framework should be referred to.**

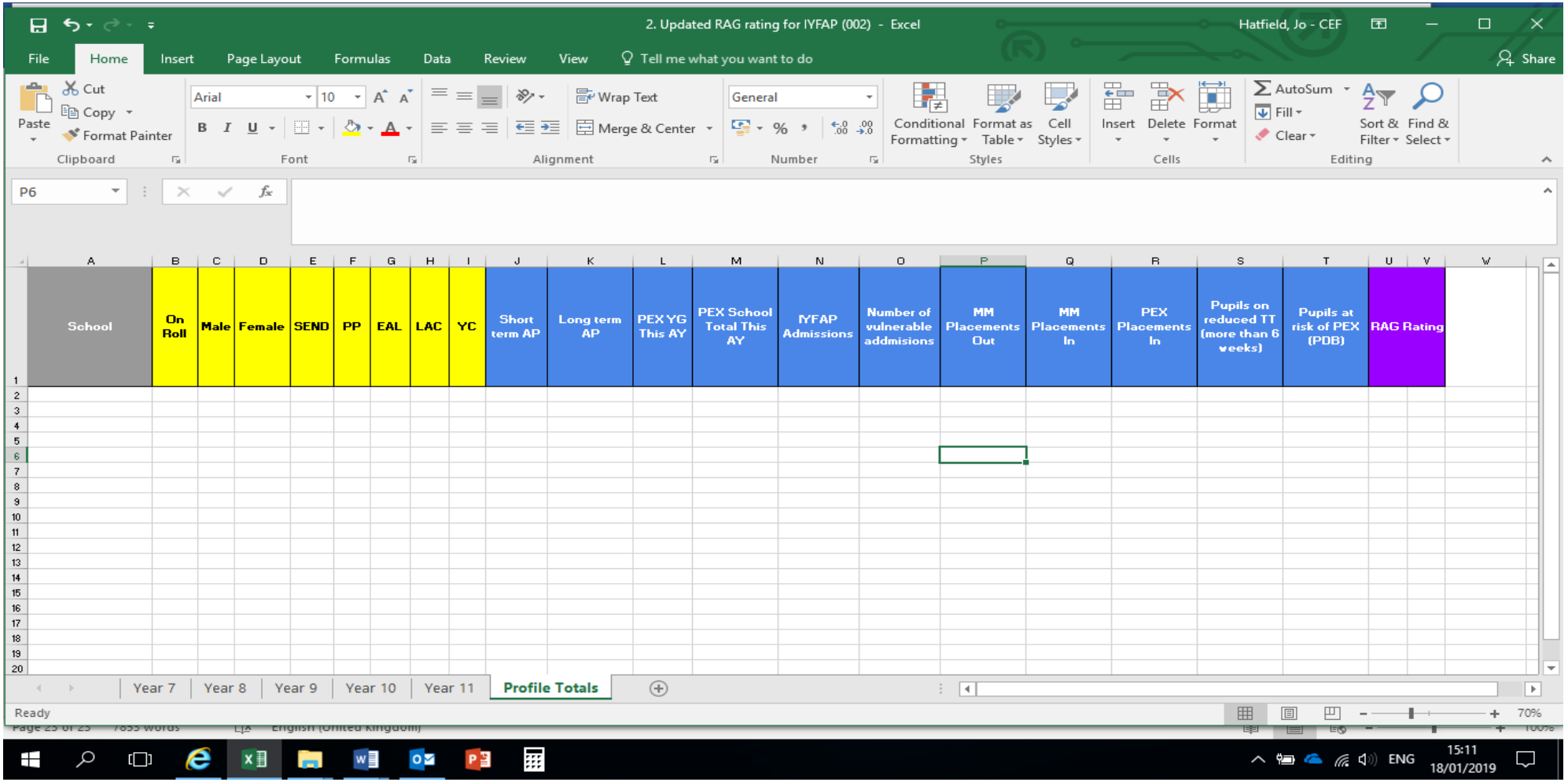
Provide evidence of the spending on the individual pupil over the last calendar year below with impact of spending and evaluation. Include all agency involvement. (Guidelines – TA support = £10 per hour /HLTA £15 / Teacher £30)

Child/young person's needs/ barriers to learning	Interventions, strategies and outside agency advice to address needs	Date	Fre-quency	Actual	Cost	Tracking		Difference/Impact	Next steps
						Baseline	End		

It may be helpful to refer to appendix B when completing this document

Appendix H

Example of RAG rating spreadsheet for use at IYFAP / Inclusion meetings.



Appendix I

Exclusion and Reintegration Referral Form KS3 / 4

Exclusion & Reintegration Referral Form – KS3/4

Please send complete with attachments to ERT@oxfordshire.gov.uk

Please complete and return on the day the decision is made to PEX the pupil. Submission of this form will add the pupil to the IYFAP meeting agenda.

This form should also be completed when consulting with the panel for a Managed Move. The completed form should be shared by the sending school with the receiving school and as part of the information sharing to support the move.

(1) Referrer Information			
Referring School		**IYFAP Area**	
Name of Referrer (This should be a member of SLT or HT)		**Referrer Contact Tel**	
Email Address		**Date of Referral**	

Reason for referral – please tick or cross the relevant category		
PEX 1st		
PEX 2nd		
Admissions – Parent Application, no offer received		
LAC Pupil requiring Meadowbrook Provision		

(2) Pupil Information					
Pupil Name		**Date of birth**	**NCY**	**Gender**	
Looked After Child	**Adopted Child**	**Ethnic Origin**		**First Language**	**Interpreter required**
Y/N	Y/N				Y/N
Open to	**Y/N**	**Name and contact**			**Date referral discussed**
Social Care					
LCSS					

REOC			
SEN Team			

SEN Status	**Date of EHCP application (if in process)**	**EHCP last review date**	**EHCP next annual review due**
K / E / N			

Relevant medical information	

Date last Early Help Assessment completed	**Most recent Team Around the Family Meeting Date**	**School Attendance % Current Academic Year**	**School Attendance % Last Academic Year**

(3) Parent/Carer Information				
Name of Parent/Carer	**Address**		**Email**	
Contact number	**Ethnic Origin**	**First Language**	**Interpreter Required**	**Date referral discussed**
			Y/N	

(4) Supporting Information
Please summarise the current situation. **(For permanent exclusion, summarise the precipitating incident(s) here)**
Describe barriers to learning, areas of concern, patterns of behaviour (please be specific about behaviours, give examples)

Information on causal/contributory factors (triggers, sensory issues, anxiety, speech and language etc)
Essential background information and context (family, early years, development, key events, school history/exclusions if out of area)
Support & reasonable adjustments implemented to address concerns and causal factors (assessments, referrals, direct work multi agency approaches)
Which interventions have been successful and what was the impact?

Which interventions have been unsuccessful and what was the impact?
Pupil's strengths, successes, interests and motivators

(5) Current Education Provision

Total Hours of Supervised Education Provision Offered to the Pupil	If below 25hrs, date reduced timetable began	If below 25hrs, proposed date reduced timetable will end

Please select the statements that best describe the pupil's current engagement with the offered provision

Full time 25hrs provision		In some classes		Some 1:1 support		Able to access break	
Part time provision		Not in classes		Able to access small groups		Able to access assembly	
In all classes		Full time 1:1 support		Able to access lunch		Able to access trips/clubs/activities	

Outline pupil's current education provision including detail of any alternative provision
Outline your future plans for this pupil

(6) Pupil Attainment Summary				
	Reading Age	English	Maths	Science
Current Academic Year				
Previous Academic Year				
Attitude to subject				

(7) School Support Intervention Overview					
Intervention	Dates	Impact	Intervention	Dates	Impact
Early Help Assessment - identify needs			Home School Link Worker		
Team Around Family - multi-agency support and planning			Alternative provision		
SEN support provision (please attach Individual Provision Tracker)			Work Experience		
Targeted learning interventions			Positive Handling Plan (Team Teach)		
Peer mentoring / Mentoring			Additional Team Teach Training		
SEN Pupil Profile			Pastoral Support Plan or Inclusion Support Plan		
School's behaviour or nurture unit			Restorative Approach Strategies		
Therapy/Counselling			Alternative provision KS3		

(add any additional information here)					

(8) External Agencies Support Overview					
Intervention/Agency	Dates	Impact	Intervention/Agency	Dates	Impact
Anti-bullying Advice			Police		
Behaviour & Learning Support			SEN Support Service (SENSS or OXSIT)		
Communication and Interaction Service			SEN Officer (For pupils with EHCP)		
County Attendance Team			Social Care		
LCSS			Specialist Drug /Alcohol Support		
Education Psychology Service			Locality Community Support Service		
Kingfisher Team			Virtual School for LAC Pupils		
PCAMHS/CAMHS			Youth Offending Service		

(9) Student QCA Scores (1-Not at all 2-Rarely 3-At times 4-Fairly Often 5-Often 6-Always)					
Emotional Behaviour		Conduct Behaviour		Learning Behaviour	
Has empathy		Behaves respectfully towards staff		Is attentive and has an interest in schoolwork	
Is socially aware		Shows respect to other pupils		Good learning organisation	
Is happy		Only interrupts and seeks attention appropriately		Is an effective communicator	
Is confident		Is physically peaceful		Works efficiently in a group	
Is emotionally stable and shows self-control		Respects property		Seeks help where necessary	

Total	

(10) Risk Assessment

IYFAP Referrals will not be processed without the following risk assessment being completed
Alternatively please attach a copy of your risk assessment for this learner.

When a pupil transfers to another school or provider, it is the responsibility of the home school to proactively ensure the new placement has all necessary information promptly. We strongly recommend that files are transferred in person for this purpose at the earliest opportunity. File Transfers will be recorded through IYFAP panel meetings.

Please attach to this referral the following documents where they exist for the pupil in addition to any other document you feel may be relevant:

- Observations/Recommendations from support agencies
- Individual Provision Tracker
- SEN Pupil Profile
- Positive Handling Plan
- Pastoral Support Plan
- On Course/Discovery Transition Plan
- Education Psychology Report
- EHCP/SEN Statement

Has a Child Sexual Exploitation Screening Tool been completed for this pupil?		**Date CSE Screening Tool Completed**	

Behavioural patterns, circumstances or settings that present health and safety hazards
E.g. Physical or verbal abuse/threatening behaviour, bullying, racist abuse, sexual misconduct, drug/alcohol use, criminal behaviour, disruptive behaviour, Child Sexual Exploitation, mental or physical health, self-harm, situation/context specific risks

List specific risks to or from the pupil, include whom or what is at risk E.g. risk to self and others of missing education through disruption to lessons	**Risk level before intervention H/M/L**

What measures have been taken to reduce each of the risks listed above? E.g. assessment of learning needs to establish causal factors for disruption	**Risk level with intervention H/M/L**
What further action is needed to reduce the risk? (Describe action and specify dates) E.g. CAF planned to identify wider needs and support	**Anticipated Risk Level with further actions H/M/L**

Actions or interventions required that cannot be reasonably or safely managed without disproportionate costs

This form duplicates some of the information in the MBC referral form.
You must complete this form for pupils who are PEXed on the day of the PEX.

Appendix I

Quick Reference Grid

IYFAP Quick reference grid for IYFAP

Date of Meeting
Deadline for Information

(Please complete any relevant sections and return to your area EIO ASAP)

Name of Student	Home Post Code	Referring School	NCY	SEN	EHA CIN CP	Date of PEX or date last in education	Current provision and start date if relevant	Reason for Referral	Parental Voice	Admissions – 5x Nearest Schools	External agency Involvement	Previous School History