# **In Year Fair Access Protocol (IYFAP) and Inclusion Panel Meetings**

**Terms of Reference January 2025**

**Secondary schools in Oxfordshire**

These terms of reference serve as an accompaniment to the Oxfordshire In Year Fair Access Protocol (IYFAP), outlining the way panels carry out the functions of the IYFAP in identifying school places for vulnerable pupils, those without a school place and permanently excluded pupils; and work collaboratively to achieve inclusion for pupils at risk of permanent exclusion and those missing out on education.

**Countywide Panel** is for the placement of primary and secondary ‘hard to place’ pupils. This will take place when required and led by the admissions team.

**Primary In Year Fair Access Panels (PIYFAP)** is for the placement of permanently excluded pupils from Primary schools

**Secondary Inclusion Panels** will be held as 4 area panels (North, South, Central, West) and will be held 8 times a year. They will focus on improving inclusion in Oxfordshire through a multi-agency area approach to reducing PEX and suspensions from schools. The meeting will be divided in two parts. Part A – statutory PEX placements and Part B – Inclusion.

## **Countywide Panel**

The primary function of the IYFAP countywide panel meetings is to obtain a school place for ‘hard to place’ pupils; a pupil not on roll at a school and 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](https://www.oxfordshire.gov.uk/residents/schools/apply-school-place/year-transfers/year-fair-access).

Referrals to the panel will be completed by County Admissions Team or via schools if it is felt section 3.10-13 of the admissions code (below) is relevant. This referral is in the form of a letter into the admissions team.

*3.10 Where an admission authority receives an in-year application for a year group that is not the normal point of entry and it does not wish to admit the child because it has good reason to believe that the child may display challenging behaviour, it may refuse admission and refer the child to the Fair Access Protocol. 3.11 An admission authority should only rely on the provision in paragraph 3.10 if it has a particularly high proportion of either children with challenging behaviour or previously permanently excluded pupils on roll compared to other local schools and it considers that admitting another child with challenging behaviour would prejudice the provision of efficient education or the efficient use of resources. 3.12 The provision in paragraph 3.10 cannot be used to refuse admission to looked after children, previously looked after children; and children who have Education, Health and Care Plans naming the school in question. 3.13 Admission authorities must not refuse to admit a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for special educational needs.*

The LA will provide the following information to panels,

* Child’s name
	+ - National Curriculum Year
		- Current legal education status (if on roll at a school or AP this will be named)
		- Reason for referral
		- Parental voice
		- Previous schools in Oxfordshire that the child has attended with dates
		- 5 nearest schools for each child and the distances from their home to the identified schools.

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 to meet the requirement of a school place being offered withing 20 school days after referral. 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 Feb 2024).

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.

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

## **PIYFAP**

Similarly to the countywide panel, the primary function of the PIYFAP is to place ‘hard to place’ primary age children, however this also includes permanently excluded pupils from Primary schools.

The LA will provide the following information to panels,

* Child’s name
	+ - National Curriculum Year
		- Current legal education status (if on roll at a school or AP this will be named)
		- Reason for referral
		- Parental voice
		- Previous schools in Oxfordshire that the child has attended with dates
		- 10 nearest schools for each child and the distances from their home to the identified schools.

The process to obtain a school place is the same as the Countywide IYFAP.

## **Secondary Inclusion Panel**

1. **Part A**

The primary function of the IYFAP Inclusion panel meetings is to obtain a school place for pupils who are Permanently Excluded from their Secondary school. The detail relating to this part of the meeting is outlined in the IYFAP protocol. Panel members and Headteachers should be familiar with the current IYFAP and **school representatives need to have the authority to make decisions on behalf of the school during the meeting**. If a Headteacher does not give authority to the school representative, the Headteacher should attend themselves. The protocol can be found [**HERE**](https://www.oxfordshire.gov.uk/residents/schools/apply-school-place/year-transfers/year-fair-access)**.**

IYFAP panel meetings are co-ordinated by the Local Authority’s Exclusion and Reintegration Team (ERT). Referrals for the IYFAP part A of the meeting are accepted from schools for current Permanently Excluded pupils.

When schools permanently exclude a pupil they must complete an Exclusion and Reintegration Referral Form ([ERRF](https://schools.oxfordshire.gov.uk/access-learning/suspension-and-exclusion-documents)) in full on **day one** of the PEX and uploaded onto the [Portal](https://oxfordshirecountycouncil-my.sharepoint.com/personal/stephanie_rose_oxfordshire_gov_uk/Documents/Suspension%20and%20Exclusion%20documents%20%7C%20Oxfordshire%20Schools) and send to PEX@oxfordshire.gov.uk and to the area Exclusion and Reintegration Officer (ERO). This form provides the information needed for the alternative provider to initiate Day 6 provision 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 ERO will add the pupil to the agenda and ensure papers are sent in a timely manner to the clerk for distribution to the panel.

As with the Countywide IYFAP a score card with will be created centrally by the admissions team, showing the 5 closest schools and PAN and NOR, which is shared during the meeting.

Parent and child voice will be sought by the area ERO and presented to the panel which must be taken into consideration, however there is no duty to comply with parental preferences.

The panel is expected to identify the most appropriate school to offer a place promptly. This would be via on offer from a school on the panel to take the pupil on roll, however, if this does not happen, the panel can vote on the most appropriate setting as per the protocol. Only school representatives have a voting seat. It is critical to managing transition without delay to avoid gaps in the pupil’s education and to meet the requirement of a school place being offered within 20 school days after referral. Alongside the offer of a school place, an on-roll date will be identified. Schools **must** enter pupils on the admission register and attendance register from the on-roll date agreed at IYFAP. Putting a pupil on roll should not be delayed due to lack of parental of pupil engagement. There may be a period where a pupil is Dual Registered with Meadowbrook to allow transition. If a pupil fails to attend on the agreed or notified date of starting, 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 2024). 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. If they refuse and do not make a parental application, attendance processes will be followed and a School Attendance Order may be issued.

Receiving schools should receive all files and relevant information promptly from the sending school to assist them with a successful transition. A transition meeting will be arranged by the ERO once a school is named to include Meadowbrook and the new school to plan a successful transition.

If the IYFAP fails to identify a school place and start date for a pupil, the decision is referred to the Admissions Manager within 2 working days and the protocol is followed. The guidance is clear that schools must admit children when asked to do so under the Fair Access arrangements a refusal to admit, may result in a direction from the Secretary of State.

1. **Part B Inclusion**

In addition to its primary function, the panel discusses solutions for supporting pupils who are at significant risk of missing education through suspensions and PEX. This part of the meeting provides an opportunity to share and develop good practice in inclusion and early intervention. Where individual cases are presented by schools for additional support, 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 including alternative provision. There is some inclusion funding available to support pupils. Currently this includes some LA funded provision at Meadowbrook College (the county provider for alternative provision) allocated to each area.

There are 4 areas for discussion 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 and Clerk or raise in a meeting for a future agenda.
			2. To discuss possible offsite directions or managed move intervention.
			3. To request funding for an in-school intervention or alternative provision to support inclusion. Or request LA funded provision at Meadowbrook College.
			4. At the end of the meeting there will be a slot for any other business on the agenda to share good practice, provide support and offer advice/suggestions.

Referrals for 2 and 3 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. Pupils should not be being referred to IYFAP **without prior discussion with area ERO** to discuss options and appropriateness of referral to panel. If there are any outstanding actions ERO’s can offer advice and support before referring into IYFAP.

**Managed Moves and Off-site Directions**

**Managed Move** is a supported permanent change in roll status for a pupil.

**Off-site Direction** is a period of time (usually 6 weeks) where a pupil is educated at a different setting. At the end of this time a pupil may then be ‘Managed Moved’ onto the new school’s roll.

The [managed move and offsite direction protocol](https://schools.oxfordshire.gov.uk/sites/default/files/2024-06/managedmoveprotocoloxfordshire%20June%2024.pdf) illustrates best practice and should be followed. The parent must give full consent and must never be pressured to move their child under threat of PEX. Schools broker managed moves and offsite directions with each other.

The panel can support with brokering moves, considering if they agree that an offsite direction or 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 and offsite directions, when conducted effectively as an intervention, can offer an alternative to PEX (with parental agreement) by giving a pupil a ‘fresh start’.

Referral process – ERRF’s need to be completed in full, to be added to the grid for discussion and consideration. Schools are unlikely to offer if information is missing or inaccurate.

**Funding**

Budgets for secondary schools in Oxfordshire include Financial Year beginning April 2024:

1. Age Weighted Pupil Funding (AWPU) including notional element one SEN funding

KS3 £5,135.71 / KS4 £5,791.43

1. SEN delegated element two funding notionally up to £6,000 per pupil.
2. Pupil Premium – Free School Meal eligibility £1227.65; Child We Care For (CWFC) £2,345; child no longer looked after because of adoption, special guardianship order, child arrangements, residence order £2,345; service child £335.
3. 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.

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. This is split between the 3 county areas as follows:

 North North panel £57,700; West panel £49,000

 Central £78,700

 South £90,000

How the money is allocated via the meeting and impact will be evaluated by the panels and the LA to inform further decision making and commissioning of additional alternative provision.

**Applications for Funding**

Schools need to complete [Funding Forms](https://schools.oxfordshire.gov.uk/access-learning/suspension-and-exclusion-documents) in detail. Outlining what the request is for, the total cost of the provision and what the desired outcome would be. Also what interventions and support has already been offered and how the designated funding (outlined above) has been spent. Schools and partner agencies need to have confidence that each school is applying the same principles to assess and address underlying causes of challenging behaviour and any SEN or disability that a pupil may have. **Schools are encouraged to challenge each other in panel meetings to ensure consistency and best practice are maintained.**

Evidence of support 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 graduated approach)
	+ Interventions and Alternative Provision offered
	+ Consultation with key professionals supporting the child and family
	+ Evidence of a Strengths and Needs assessment
	+ Evidence of a Pastoral Support Plan or Inclusion Support Plan to reduce the risk of suspension/PEX

IYFAP / Inclusion panels operate on a principle of one request per child **up to £4,000** with no option to return for further funding for that pupil beyond this maximum. If more funding is required to support the needs of a pupil then consideration should be made for an EHCNA. The aim being to reduce a pupil’s risk of PEX by supporting a school to provide more inclusive provision.

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.

**Appropriate** interventions to cost on the funding form

* 1-1 support with HLTA as part of bespoke timetable in SEMH hub
* Nurture programme in 6-1 provision
* 1 day at Alternative Provision
* 3 sessions a week of 1-1 external tuition

**Inappropriate** intervention to cost on funding form

* Transport
* Attending Reintegration meetings
* Attending Child Protection meetings
* Reintegration Timetable
* Pupil Support Plans
* Safeguarding
* Any other ordinarily available provision at school

School will then need to work out total spend in previous academic year, current academic year and any projected costs for the academic year.

**Application for IYFAP days at Meadowbrook College**

The Local Authority commission several days of provision at Meadowbrook College for KS4 students at a cost of approximately £2800 per day per year plus transport costs. If schools have children in KS4 who are struggling to access fulltime school provision, a combination of provision with school and Alternative Provision may be appropriate.

Referral Process – Schools need to complete a Funding Form to request IYFAP days. School will need to demonstrate what they have already tried and additional support that has been put in place. Most of these days will be allocated in the June/July meeting for the following year.

Engagement in this provision will be monitored as part of the inclusion meeting. Those who are not engaging or attendance falls below 70% will be reconsidered for their days and these may then be returned to the panel to reallocate.

**Consult IYFAP / Inclusion panel for advice as an AOB**

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 PEX and further to seeking advice from the ERO and other partner agency professionals, may benefit from consulting the IYFAP / Inclusion panel for advice.

**Long-term alternative provision**

The local authority will make provision for pupils who receive two PEXs, where neither PEX 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.

*School Admissions Code 2021 - 3.8 Where a child has been permanently excluded from two or more schools there is no need for an admission authority to comply with parental preference for a period of two years from the last exclusion75. The twice excluded rule does not apply to the following children: a) children who were below compulsory school age at the time of the permanent exclusion; b) children who have been reinstated following a permanent exclusion (or would have been reinstated had it been practicable to do so); c) children whose permanent exclusion has been considered by a 69 Regulation 23 of the School Admissions Regulations 2012. 70 Regulation 19 of the School Admissions Regulations 2012. 71 Section 88E of the SSFA 1998. 72 In addition to the bodies listed at paragraph 1.47 (c), (d) and (f) and so far as not covered by them, all governing bodies for community and voluntary controlled schools in the relevant area. 73 Regulation 20 of the School Admissions Regulations 2012. 74 See footnote 44. 75 Section 87 of the SSFA 1998. 32 review panel, and the review panel has decided to quash a decision not to reinstate them following the exclusion; and d) children with Education, Health and Care Plans naming the school.*

**Short-term alternative provision**

For pupils who are permanently excluded, the local authority has statutory duty to provide education from day 6 of the PEX. The local authority arranges education via Meadowbrook College in the interim while another school placement is identified through IYFAP.

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

* + - 1. Pupil at risk of PEX, where it is agreed the alternative provision will meet their needs and support assessment for future provision and intervention. This will be in conversation directly with the local authority Exclusion and Reintegration Team for a short-term alternative provision 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.

* + - 1. 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.
1. **Preparation and supporting documentation** (see appendix A)

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 for each panel, panel date and deadlines are distributed to all panel members at the start of the year. This enables the ERO 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.**

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

* Discussion grid containing all referrals to be considered in part 1 and 2 of the Secondary Inclusion panel meeting
* ERRF forms relating to pupils requiring a school offer
* Funding application forms
* Minutes from previous meeting

**The following information will be shared in the meeting:**

* Financial update and information with reference to the inclusion funding.
* Parental preferences
* PEX data update
* Score card information including PAN, NOR and distances
* Ins and Outs (at least twice per year)
1. **Year 11 pupils**

Wherever possible, schools should avoid using PEX or managed moves placement for year 11 pupils, 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. IYFAP/Inclusion Panels cannot override the Headteacher’s authority in taking a decision to PEX. IYFAP / Inclusion Panel cannot override a parents’ right to make an application for an in-year transfer in year 11. 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.

1. **Panel members**

IYFAP Countywide panel meetings are attended by the following professionals:

* County Admissions and Transport Team representative -**Chair**
* County Admissions and Transport Team Manager – **Co Chair**
* 2 representatives from schools (Headteacher or member of SLT on rotation)

PIYFAP

* County Admissions and Transport Team representative – **Chair**
* County Admissions and Transport Team Manager – **Co Chair**
* Exclusion and Reintegration officer (where appropriate)
* 2 Primary school Headteachers (on rotation)

Inclusion panel meetings (Part 1 and 2) are attended by the following professionals:

* Exclusion Team Manager - **Chair**
* County Admissions Team representative **– Co Chair**
* Exclusion and Reintegration Team representative
* Representative from each secondary school who **MUST** have the authority to offer school places based on the information shared in the meeting
* Locality Community Support Service representative
* Meadowbrook College representative
* Police

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

1. **Meeting Minutes**

Decisions and actions are recorded by a local authority officer. Minutes for the Secondary In Year Fair Access Panel meetings are circulated to all parties within 3 days of the meeting. These use initials for the pupils and information is kept to a minimum.

1. **Accompanying documents**
* In Year Fair Access Protocol 2024/25. The current IYFAP can be found [HERE](https://www.oxfordshire.gov.uk/residents/schools/apply-school-place/year-transfers/year-fair-access)
* Exclusion and Reintegration Referral Form KS3/4 (ERRF) and Funding Forms can be found [HERE](https://schools.oxfordshire.gov.uk/access-learning/suspension-and-exclusion-documents)
* Managed move Protocol can be found [HERE](https://schools.oxfordshire.gov.uk/access-learning/suspension-and-exclusion-documents)

**Appendices**

* A - Deadlines for paperwork shared in relation to panel Secondary Inclusion IYFAP meetings
* B - Inclusion Funding Framework
* C - Information Sharing Protocol to Support In Year Fair Access Protocol (IYFAP) and Inclusion Panel Meetings
* D - Example agenda

**Appendix A**

**Deadlines for paperwork shared in relation to Secondary Inclusion panel meetings.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| All panels  | **Monday deadline** | Tuesday  | Wednesday  | Thursday  | Friday | Monday  | **Tuesday 9.30 – 11.30 meeting** | Wednesday  |
|  |  |  |  |  |  |  |  |  |
| ERO speaks to parent and the pupil (where appropriate) following PEX and ascertains any relevant information regarding future placement ERRF comes in (Day one of the PEX) ERO to ensure paperwork is complete  | **Schools provide Funding Forms and ERRF’s by midday**ERO checks referrals (prioritising those requiring placement – part A of the meeting), calls/emails schools where referrals are incomplete, appear inappropriate or otherwise require discussionERO Requests score card from Admissions  | Admissions creates score card, returning to ERO by end of day | IYFAP Support and Tracking Officeradds referrals checked by ERO to creates discussion gridERO checks the discussion grid  | **IYFAP Clerk distributes discussion grid and attachments to the panel members by end of day**ERO liaises with schools and encourages schools to liaise with each other prior to panel | **School IYFAP reps review grid and discuss as required with Head / SENCO etc.**ERO liaises with schools and encourages schools to liaise with each other prior to panel | ERO liaises with schools and encourages schools to liaise with each other prior to panel | **IYFAP Panel Meeting 1 rep sent by each school** LA staff in attendanceChair - Senior Exclusion and Reintegration OfficerEROAdmissions and Transport repLCSSPoliceMinutes sent out to panel reps by IYFAP Support and Tracking Officer within 3 days of the meeting.IYFAP Support and Tracking Officerupdates EYEs | Admissions write to schools confirming decisions from panel.ERO follows up any further actions from the meeting. |

**Appendix B**

**Inclusion Funding Framework**

**Inclusion meetings in Oxfordshire**

**September 2024**

**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.

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](http://www.legislation.gov.uk/uksi/2017/44/contents/made).

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 Exclusion and Reintegration Team. 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 and those CWCF will not be considered for inclusion funding through IYFAP.

Funding is usually allocated per pupil with a limit of £4000 for any individual. Schools must be able to demonstrate the impact of the funding on improved outcomes for the pupil. 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 £4000. 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. 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, safeguarding and outcomes of the pupil. Alternative Provision should be a short term/transitional arrangement. **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 or to provide provision that should be part of the ordinarily available school offer.

**Monitoring the impact of the funding**

Schools must monitor the impact of the spending on the pupil and the panel monitors this by way of review. The headline outcomes for school level data of Ins and Outs, will be shared with the panel to inform transparency of spends and any issues arising.

**Appendix** **C**

 **Data Sharing Protocol to Support In Year Fair Access (IYFAP)**

**Panel Meetings**

September 2024

**Key Principles**

1. The Schools Admissions Code 2021 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 panel may include representatives from the following:
* Any Oxfordshire County Council agency
* Thames Valley Police
* Oxfordshire Secondary Schools
* Alternative Providers
* Any parties that are invited to engage in the In Year Fair Access Protocol

1. This data sharing protocol seeks commitment to a framework to ensure secure and appropriate sharing of information and data by agencies operating within the IYFAP panels.
2. The analysis and evaluation of educational data is central to the IYFAP 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.
3. The data to be provided by Oxfordshire County Council may include and relate to (but not necessarily be limited to):
	1. Attainment
	2. Attendance
	3. SEN
	4. Health
	5. Suspensions and exclusions
4. 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 who need the data to perform their professional duties.
5. All members of the IYFAP panel agree to share activities carried out by members of the IYFAP panel to ensure all young people have access to a quality education provision; and to monitor the impact of the panel.
6. All recipients of data shared under this protocol are required to use it in a professional manner, to promote:
	1. Full-time education for all children
	2. Mutual support
	3. The improvement of outcomes for children and young adults
7. This protocol expressly excludes the use of shared data to:
	1. Discriminate against a child or establishment
	2. Provide the data to any third party
8. All data recipients are required to ensure the data they use, download, store or print is appropriately protected and in line with policy. This includes, where necessary, the encryption of data, its secure storage and disposal.
9. Breaching these protocols by any individual, group or organisation who has signed up to them will be investigated and future access may be denied.

**Agreement:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_(name), from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (school/organisation) have read, understood and accept and agree to implement the terms and conditions of this Protocol.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (signature)

Members of The Operational Group

List all schools who participate in IYFAP

**Central Panel**

Cheney School

The Cherwell School

Matthew Arnold

The Oxford Academy

Oxford Spires Academy

Greyfriars

Wheatley Park School

The Swan School

Gosford Hill School

**North Panel**

Wykham Park Academy

The Bicester School

The Warriner

North Oxfordshire Academy

Blessed George Napier

The Cooper School

Heyford Park Free School

Futures Institute

Whitelands Academy

**South Panel**

Aureus School

Didcot Girls School

Faringdon Community College

Fitzharrys School

Gillotts

Icknield Community College

John Mason School

King Alfred’s Academy

Langtree School

Larkmead School

Lord Williams

Maiden Erlegh Chiltern Edge

St Birinus

Wallingford School

UTC Oxfordshire

Europa School

**West Panel**

Wood Green School

The Henry Box School

Chipping Norton School

Burford School

Carterton Community College

The Marlborough School

Bartholomew School

**Appendix D**

**In Year Fair Access Protocol / Inclusion Panel**

In Year Fair Access Protocol Panel Agenda

LOCATION

**AREA/DATE/TIME**

Please ensure you have signed the data sharing protocol (ask the clerk if you are new to the meeting) and understand your responsibilities as a member of the panel.

Please carefully consider where you can best participate in the virtual meeting given the confidential nature of many of the discussions.

During the meeting you will be asked to mute if you are not speaking to keep noise to a minimum.

1. Welcome from Chair
2. Introductions and apologies
3. Any issues arising from the minutes of the last meeting
4. Reminder of Information Sharing Protocol.
5. Update on Inclusion funding allocations for the Fiscal Year
6. PEX update for Area
7. Update from Alternative Providers

Part A – IYFAP – Required Placement under IYFAP at this meeting.

1. The Admissions Score Cards show information on the pupils who need placing.

Part B – Inclusion

1. The IYFAP discussion grid (attached) shows pupils who have been referred for discussion regarding Inclusion. Papers relating to pupils are attached.
2. Any other business