

Theme	You asked	We did
<i>School contexts including parity of data and sharing information.</i>	<ul style="list-style-type: none"> Professionals placing the child should have a better understanding of the child's needs and the context which would work best. For a strong reinforcement that safeguarding information must be shared swiftly and that safeguarding concerns must not prevent fair admission (unless extreme). To consider the % of SEND needs within the school as a whole and the class for the FAP pupil. 	<p>The role of the Primary and Secondary FAP panels will be to look at all the information and ensure there is transparency and equity with placements.</p> <p>Consideration of school profiles, including the number of EHCPs, will be a consideration for the panel.</p> <p>Development of Student Information sheet for schools to use to share key information.</p>
<i>Criteria and Refusal Process and panels</i>	<ul style="list-style-type: none"> To consider the order of the criteria at the panel to include school mobility of schools when placing pupils. Development of a Challenging behaviour form for primary. To ensure clear criteria and evidence that the FAP is being applied fairly across all school types, all reporting is very transparent. Where will FAP credits be published and how will they be shared. To ensure transparent mechanism for reviewing placement data regularly and ensuring fairness across all schools – particularly in high-pressure localities. To include expectation of school-school sharing of information, potentially before, during and after a request. Useful to have data when FAP is requested on schools in the locality have admitted FAP children to ensure that this is being considered fairly 	<p>Membership of the panel will include, Independent chair, East Sussex Officer(s), London South East Academy Trust (LSEAT) representative, on a rotational basis - Secondary Headteachers, one per Area Group (Secondary panel only), Primary Headteachers (Primary panel only - representing the EIP group). Any potential receiving schools will be invited to attend the panel(s) alongside the existing home school.</p> <p>The Primary panel is replacing the HPPP.</p> <p>The processes within the FAP panel will ensure a consistent and robust approach is taken to the use of the challenging behaviour form and will consider, through discussion, the profile and geographical landscape - to include mobility and IYA.</p> <p>Primary challenging behaviour form being drafted. Secondary form being updated.</p> <p>The home school will be invited to the panel to present any challenging behaviour cases. Receiving schools also to be able ask questions. Schools who repeatedly do not provide current information will be flagged to local authority officers.</p> <p>The FAP allocation will be considered based on a panel discussion, considering all the criteria listed. There is no hierarchical order to the criteria.</p> <p>Panel minutes will be anonymized and will be shared monthly via EIP chairs and AG chairs, alongside the FAP allocation sheet. This will support transparency and provide leaders with rationale for allocations.</p>

		The Schools Admissions code states that parental preference must be taken into consideration as part of the FAP. Paragraph 3.19 states , ‘There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol, but parents’ views should be taken into account’.
<i>Returning Elective Home Education pupils</i>	<ul style="list-style-type: none"> To amend the FAP to remove failed EHE from Category K, clarify that in-year admissions must be attempted first, and only if relevant FAP categories are met can a placement be made. To consider the impact and context of EHE pupils placed directly back in their previous school, if not meeting ‘exceptional circumstances.’ 	<p>‘Unsuitable’ EHE does not override parental preference. If the family are engaging with the CME process, then the IYA will determine the school the child returns to.</p> <p>‘Unsuitable’ EHE returners are encouraged to apply but if they are unable or unwilling to do so, or the preferred school is not able to offer a place, they will qualify as FAP- not all of them are treated as category k. Those who don’t apply are category k. Others are likely to be category I, although other categories may apply as well.</p> <p>The wording the FAP has been amended to make this clearer.</p> <p>In relation to ‘exceptional circumstances’, this should be an extreme case where the child’s return to the school would be detrimental.</p> <p>The school will need to notify the CME team of their concerns and complete an evidence form outlining the significant and exceptional circumstances and how they relate to the school context and will not be replicated in other settings.</p> <p>This will be an area for the FAP panel to discuss and agree.</p>
<i>Equality Duty and legalities</i>	<p>Precondition for FAP Placements (Paragraph 3.17)</p> <p>To improve clarity of the legal requirement under Paragraph 3.17 and Footnote 80 of the School Admissions Code, which states that children may only be placed via FAP where reasonable measures have been taken to secure a place via in-year admission procedures. This precondition must be clearly stated and consistently applied.</p>	<p>This has been made clear in the Executive Summary.</p> <p>There are cases whereby the parent is unwilling or unable to apply and, in those circumstances, the child will be placed under the Protocol but not by the panel. To note: Protocol placements are not all done via the panel, and most of the category k ones are placed by the criteria in the protocol and not taken to panel, as they are not known to have challenging behaviour.</p>

		The Code states: 3.17 - Footnote 83, 'It is for the local authority to decide whether a child qualifies to be placed via the Protocol on this basis, based on the circumstances of the case'.
--	--	---