

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 19 October 2021
Time: 3.30 pm
Place: Zoom Meeting

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive apologies for absence from Members of the Board.	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board.	
3.	MINUTES To receive the minutes of the previous meeting, which was held on 22 June 2021.	1 - 8
4.	SCHOOLS UPDATE To consider the attached report from the Director, Education (Tameside and Stockport).	9 - 16
5.	SCHOOLS FUNDING UPDATE To consider the attached report from the Director of Education (Tameside and Stockport) and the Assistant Director of Finance.	17 - 26
6.	SCHOOL ALLOCATIONS AND ADMISSIONS UPDATE To consider the attached report from the Head of Access Services.	27 - 52
7.	CHILDREN WITH MEDICAL NEEDS PROTOCOL To consider the attached report from the Head of Access Services.	53 - 72
8.	TAMESIDE MUSIC SERVICE UPDATE To consider the attached report from the Head of Tameside Music Service.	73 - 78

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

22 June 2021

Commenced: 3.30pm

Terminated: 4.30pm

Present: Councillors Feeley (Chair), Cooper, Fairfoull, Welsh and M Smith,
Paul Jacques, Elizabeth Turner, Andrea Radcliffe

In

Attendance:	Tim Bowman	Director, Education (Tameside and Stockport)
	Catherine Moseley	Head of Access Services
	Jane Sowerby	Lead Primary School Performance and Standards Officer
	Charlotte Finch	Head of SEND

Apologies:	Councillor Boyle	
	Richard Hancock	Director of Children's Services
	Steven Pleasant	Chief Executive
	Caroline Barlow	Assistant Director, Finance

9 CHAIR'S OPENING REMARKS

The chair welcomed everyone to the meeting and expressed thanks to Councillor Patrick for all his contribution and support to Education Attainment Improvement Board. Councillor Welsh was introduced as a new Member of the Board and welcomed to the meeting.

10 DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

11 MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board, which was held on 16 March 2021. It was noted that page 3 of the minutes made reference to Elizabeth Radcliffe and this should have read Elizabeth Turner.

On page 1, Councillors Boyle and Cooper were recorded as both present and having sent apologies. Councillors Boyle and Cooper had sent apologies for the meeting and, therefore, should not have been recorded as present.

RESOLVED

That, with the amendments stated above, the minutes of the meeting of Education Attainment Improvement Board held on 16 March 2021 be approved as a correct record.

12 SCHOOLS UPDATE

Consideration was given to a report from the Director of Education (Tameside and Stockport), which provided an update on how schools were overcoming the challenges of lockdown easing and returning to business as usual. The report also outlined the priorities for recovery and the Council's role in this. The report also highlighted the extreme challenges, which were continuing to be faced by schools and the impact on workload, wellbeing and morale.

The report was written and presented during the period where the easing of restrictions had been initially planned for 21 June 2021 and then delayed until 19 July 2021. It was, therefore, noted that this had a significant impact on schools' ability to undertake planned transition activities, particularly for those pupils who were due to begin secondary education in September 2021. With this in mind, there was, again, a vast amount of change and a great deal that schools were currently having to think about and carefully organise. Sincere thanks were expressed to staff across all sectors, who were continuing to work tirelessly throughout this period.

Members were informed that pupils and staff continued to be required to isolate for 10 days if they were a positive case or a contact of a positive case and that contacts were now being asked to have a PCR test, even if they were not displaying symptoms. It was also explained that pupils isolating were still entitled to a good remote education offer and a free school meal if they normally accessed one.

It was stated that, on the advice of the Directors of Public Health for Greater Manchester, face coverings for secondary aged children and staff were to be continued until the end of the summer term. Although this was contrary to national guidance, this was in response to the greater risk of the more prevalent Delta variant in the local area.

An update was provided in terms of digital devices for vulnerable pupils. It was noted that 7.5k devices had been issued in May 2021 and that current numbers would be greater still. With many students still having to isolate, it was acknowledged that remote learning was still very much a feature of education.

Ofsted inspections were discussed and Members were informed that, following the last meeting of Education Attainment Improvement Board, there had been revised plans for full, graded Ofsted inspections to resume in the autumn term for maintained schools and academies. During the summer term, it was stated that Ofsted would inspect schools to provide reassurance about how well children and learners were catching up and that monitoring inspections would move back to the regular framework, but would not be graded, from 4 May 2021.

Members were made aware that there had been 2 inspections since the last meeting (Hyde High School and Samuel Laycock School). Andrea Radcliffe, Headteacher of Hyde High School was able to provide members with feedback in relation to this.

Andrea explained that the recent inspection (March 2021) had been a very positive experience and acknowledged that, whilst the inspection was conducted remotely, it was extremely thorough. Andrea felt that the inspection had provided valued acknowledgement for much of the work that had been undertaken at the school and the associated improvements, which had been made since the last inspection.

A very positive update on attendance data was shared with Members. It was noted that, since schools reopened fully on 8 March 2021, the percentage of pupils on site in Tameside's maintained schools and academies had been consistently in line with the national average. It was highlighted that, since the start of the summer term on 19 April 2021, Tameside had been consistently above the national average for the % of pupils on site, with the only exceptions due to INSET days/elections/school closures. Members were informed that Tameside had also been, bar one exception (due to school closures), consistently at or above the GM average.

With regard to the attendance of more vulnerable groups, Members were made aware that attendance of those students with an EHCP had been broadly in line with the national average, whilst the percentage of pupils with a social worker was below the national average. However, it was acknowledged that one of the most significant factors in relation to this had been the proportion of pupils with a social worker on site at the Pupil Referral Service, with a large number of pupils with a social worker attending alternative provision, and so not being marked as on site. It was explained that the Head of Virtual School was working closely alongside Tameside Pupil Referral Service (TPRS) to ensure full awareness and support for this vulnerable group. Members

were also made aware that they were currently meeting weekly to discuss the needs and status of each student with a Social Worker.

Discussion ensued in relation to current education changes and associated challenges. It was outlined that there had been another cancellation of national exams and that teacher assessed grades would be used for GCSE's, with students receiving their results on 12 August 2021. Again, it was highlighted that there would be no school level date published by DfE.

Members were informed that teachers would award Teacher Assessed Grades TAGs for their students based on evidence, such as classwork, homework, results in assignments, mock exams, non-exam assessments or coursework, and a student's general progress. It was, therefore, noted that students would only be assessed on what they had been taught and, unlike last year, there would be no national standardisation process i.e. grades awarded by algorithm. Instead, it was explained that schools and colleges would quality assure student grades, and students would be able to appeal their grade should they be unhappy with the process. Members acknowledged that this would have represented a significant amount of additional work for colleagues and some concerns were expressed in relation to the potential impact of the appeals process on teacher workload and staff wellbeing.

Andrea Radcliffe provided some valuable insight into how the process of Teacher Assessed Grades (TAG) had been implemented at Hyde High School. She informed Members of the Board that this process was significantly different to last year. Andrea explained that schools had needed to ensure that this was a very robust set of judgements, which were very much evidence based and assessed against key criteria for each individual.

Andrea explained that students had been involved in regular assessments in order to demonstrate their knowledge and skills, which staff had then marked, moderated and standardised. She stated that this had been a lengthy process and a huge undertaking for staff, who were still required to continue with their day to day teaching commitments alongside this additional workload. However, she stated that the commitment and dedication of the staff had been extraordinary and that all staff were extremely committed to ensuring that there was a set of fair and robust grades for their students.

Early Years Reforms, which would become statutory from September 2021, were outlined for Members, including the implementation of the Reception Baseline. It was explained that 18 Tameside schools had, in fact, been early adopters of this new framework, having taken part in the pilot, which had been a very valuable experience.

The main changes were highlighted as very positive, with goals being clear and more specific and a large emphasis placed on building communication, language and vocabulary, which aligned well within the Council's priorities and latest evidence on child development.

Members were also made aware that, from September 2021, the council would no longer be required to moderate 25% of schools each year but would still be required to provide training on the assessment and the completion of the profile to all providers who need it; and would still be responsible for the collection of Early Years Foundation Stage Profile (EYFSP) data in future years, quality assurance of the data and submitting this to DfE.

In relation to these reforms, it was stated that Headteachers and Governors had attended briefings and a training session for Headteachers had been attended by 60% of primary school heads. Sessions for practitioners had also been set for June and July, with networks being hosted throughout the next academic year.

The Teaching School Hubs Programme was outlined for members. It was explained that this would create a network of 87 centres of excellence for teacher training and development. This would replace the previous network of around 750 teaching schools, which would cease in August 2021.

The rationale of teaching hubs was explained and it was stated that DfE had paired together Tameside and Oldham Councils, who together formed the East Manchester Teaching Hub. This would be led by The Blue Coat School, in partnership with Tameside and Oldham schools. It was reported that a key part of the CPD provided through the hub would focus on the implementation of the Early Career Framework, which would represent a significant change in terms of the support received by new teachers within the first 2 years of their career. In addition, valuable training for mentors would also be provided through this provision.

Discussion ensued with regard to the 2 year Early Career Framework requirements and the importance of new teachers being allowed to remain the same school for 2 years was highlighted. It was felt that this would ensure continuity and allow skills and knowledge to be developed within one familiar setting, without the need to re-establish routines and mentor support at an alternative school.

With specific regard to recovery, Members were informed that DfE research estimated that, in the first half-term of autumn 2020, pupils in Years 3-9 were on average around 1.6 to 2 months behind in reading and those in Years 3-7 were around 3.2 months behind on their maths. Pupils in high-FSM schools were on average further behind those in low-FSM schools. With this in mind, it was explained that Government aimed to address this need through a short summer school offer led by secondary schools.

Members were informed that 82% of eligible schools, nationally, had taken the opportunity to access summer school funding and this had been replicated in Tameside. It was, therefore, explained that many Tameside secondary schools would be offering summer school provision of 1-2 weeks throughout the summer break. It was stated that this support was targeted for Year 7 and for those who were most in need. Members were made aware that this offer would incorporate a blend of academic and education enrichment activities, which would also help to ease the transition into Year 7.

Information on National Recovery Support was provided for Members and it was stated that support available nationally had been revealed on 2 June 2021, with additional funding to possibly be allocated in the future. It was explained that a total of £1.4 billion was being invested, including £1 billion to support up to 6 million, 15-hour tutoring courses for disadvantaged school children, targeting key subjects such as maths and English. Within this envelope, it was highlighted that £153 million would support evidence-based professional development for early years practitioners, including new programmes focusing on key areas such as speech and language development

Members were informed that every school with a Reception class could apply for training and resources through an early years catch-up programme, funded by Government, to support communication skills. It was also outlined that recruitment had launched for the second wave of the Nuffield Early Language Intervention (NELI), a programme proven to be effective in raising outcomes in reception age children's early language, communication and speech skills. This would mean that this was the third year in which Tameside schools had been able to access the NELI programme and/or tutoring programmes as this had already been an area, which had seen significant investment prior to the pandemic.

It was noted that, as part of this strategic leadership from the Council, it was important that schools were encouraged to maximise the opportunities available nationally as well as to lead locally. It was acknowledged that, whilst the Recovery Commissioner's recommendation for longer school days to give time for broad, balanced, and engaging activities, had not been implemented by the Government, there were already schools nationally and locally, who had made this approach work. In addition, it was emphasised that exploring the research, the importance of play and social interaction could not be under-stated and that 'Play' approaches focussed on resilience, problem-solving, engagement, and language all needed to be at the heart of recovery strategy.

As part of recognising the mental health and wellbeing needs in education, it was noted that the Education team, Public Health and the CCG had commissioned a Tameside school, through a competitive tendering process, to lead and co-ordinate Mental Health in Education practice, communications and training from June 2021 for at least two years. As the successful school was Millbrook Primary School, Elizabeth Turner was able to discuss this with the Board.

Elizabeth explained that, as Millbrook, had long been established as a Forest School, the ethos of emotional development of the children had always been a core priority of the school. Elizabeth described this as a whole school approach and explained that they were currently aiming to encourage greater understanding and involvement in the emotional wellbeing of children amongst lots of primary and secondary schools. She stated that they were working towards building in supportive clusters and developing a network in order to develop the role of a Mental Health Lead within schools.

Elizabeth explained the importance of a Mental Health Lead in schools and stated that this would help to simplify processes and have everything in one place and one 'go-to' member of staff in relation to monitoring and meeting the emotional needs of pupils. Within Millbrook Primary School, Elizabeth made the Board aware that the Lead was currently being carried out by Leanne Connolly. Elizabeth described this as an exciting opportunity and was very much looking forward to the many challenges and potential successes that this work may bring.

In conclusion, it was stated that the national focus on early language, engagement, targeted offers and mental health all sit well with Tameside's existing education priorities of Reading, SEND, and Attendance and that these causes would continue to be championed. It was also acknowledged that significant prioritising would be needed in order to support schools with recovery and accessing the most effective approaches and evidence-based CPD, targeted at the most vulnerable children.

It was stated that school improvement activity and funding would be focused on recovery and acknowledged that schools had a huge challenge ahead. However, it was explained that clear priorities and effective collaboration would help to ensure that children, young people and their families in Tameside were well supported.

RESOLVED

That the contents of the report be noted by the Board

13 SEND UPDATE

Consideration was given to a report from the Director of Education (Tameside and Stockport), which provided an update on the current position across SEND services.

It was noted that, historically, Tameside had maintained an extremely low number of statutory plans and that, as part of the wider improvement agenda across Children's Services, it was recognised this needed to be addressed. As a result, there had been a significant rise in the number of Education Health Care Plans (EHCP) maintained.

Members were informed that, as part of this improvement agenda, there had been a considerable improvement in the timeliness of statutory planning. However, it was acknowledged that the high levels of management support, which had been required in order to secure these improvements was difficult to sustain and the experience of families in terms of this assessment required further improvement, specifically in terms of waiting times for many health services and the quality and consistency of plans.

It was explained that, following information from the Joint Strategic Needs Assessment and feedback from parents and carers, there were now 4 Headline Strategic Priorities, each with its own development plan and lead officer. These were outlined for Members as follows:

- **Increasing and improving inclusion** of children and young people in mainstream settings, ensuring appropriate preparation for adulthood.
- **Increasing confidence** of parents and carers in services and systems across all of the partners in Tameside, ensuring appropriate preparation for adulthood.
- **Involving children and young people**, who have SEND, and their families in decisions about their future and in the shaping, accountability, quality and delivery of services, ensuring appropriate preparation for adulthood.
- **Improving accuracy and timeliness** with young people's needs are identified and assessed, ensuring appropriate preparation for adulthood.

It was stated that, as part of the drive towards the SEND strategic objectives, the SEND Service was proposing to embark on a range of improvement actions, each designed to promote inclusion across the borough for the most vulnerable learners, whilst also ensuring that service delivery was fit for purpose and efficient.

Members noted the impact of Covid-19 with regard to SEND services and the need for these to be adapted in light of the pandemic. They were also informed that a number of key pieces of work had been completed during this period, including, an updated JSNA, SEND Strategy, Key Commissioning Strategy and Co-Production Strategy.

The re-design of SEND Pupil Support Services was discussed. Members were informed that this service was currently divided into 4 areas; the Sensory Support Service, CLASS- the Autistic Spectrum Condition (ASC) Support Service, the Specific Learning Difficulties (SPLD) Support Service and the Social Emotional and Mental Health (SEMH) Support Service. It was noted that SEMH support services were a traded service, through which schools could opt to buy in at the start of the year or could spot purchase discreet interventions, as required.

It was noted that, over recent years, school buy in had significantly reduced and, therefore, it was acknowledged that a more modern approach was required. As a result, last year, significant work had been undertaken in order to revise and improve this offer. However, the impact of the pandemic had led to a significant impact on school buy in and, consequently, this service had accrued a full year deficit of £221k. Members were, therefore, informed that this service was in need of re-design to attract greater buy-on and ensure long term viability.

It was explained that, whilst the Sensory Service, would continue to function largely as it was, there had been some proposals to make some minor changes to the management structure and one teacher, who was leaving the service, would not be replaced. Whilst it was acknowledged that workload per teacher was likely to increase, it was noted that this would bring caseloads in line with neighbouring Sensory Support teams.

Members were made aware that that, following consultation, all remaining pupil support services for SEMH, ASC and SPLD would be merged into one service, effective from September 2021. This team would be a combined Specialist Support Service for all aspects of SEND, which would be made up of specialist teachers, specialist support staff and administrative support. This would be an advisory and support service, which schools could buy into at the start of the year and would be designed to promote greater inclusion and effective practice around this vulnerable group of learners. It was also noted that, in order to support access, this service would be partly subsidised by High Needs as part of the Dedicated Schools Grant (DSG) and next year was predicted to show a significant growth in this trade.

Members were informed that merging services would reduce costs, as there would be fewer staff across the service, working more flexibly across all areas of need. In terms of support, it was explained that this would largely be to school-based staff, in the form of advice and guidance around appropriate specialist interventions. Furthermore, it was noted that there would no longer be an offer of 4 separate support services, but instead would be only 2 - a specialist service for

children and young people with sensory impairment, and a merged SEND support service, where staff can work with any child regardless of their area of need.

Members were advised that improving the Pupil Support Service would not only have a financial benefit but it was also anticipated that the service to schools would be significantly enhanced, replacing current practice with a flexible, specialist responsive service, which would have the potential to significantly improve inclusive practice across Tameside, and reduce exclusion rates. In addition, it was hoped this would also slow the movement of children with SEND out of mainstream settings into specialist settings, thereby reducing the current considerable strain on those establishments, caused by over-subscription

It was stated that schools were presented with the revised offer in February 2021 and were asked to sign up by March 2021, with early indications demonstrating that the revised offer had already attracted greater buy in of £123k (an increase in buy in of £7k on 2020/21) and consequently an improved financial position. Members noted that the income target had been reduced in 2021/22 from £392k to £261k. However, they were made aware that there was currently still a shortfall in income of £138k forecast for financial year 2021/22.

Review and redesign of top up/band funding was also discussed, with Members noting the proposals to create a more flexible and accurate model of funding, based on provision to support SEND. It was explained that current SEND band funding was allocated using a deficit model but that a move had now been made towards a more modern and appropriate approach, focussed on Matching Provision to Need (MPTN), which was more aligned with the new SEND Code of Practice.

Along with potential financial savings, other advantages of this approach were outlined, including, the accuracy and flexibility this would afford, both for the Local Authority and for schools. It was proposed that the top level of funding would remain uncapped, allowing the Authority to work with schools to ensure even the most complex children and young people could be accommodated in both mainstream and specialist schools within their own community, reducing the need for out of borough provision.

Members were provided with an update with regard to the plans to design and build a brand new specialist school to accommodate up to 220 learners as part of the development of Hawthorns Specialist School. Whilst it was explained that this would not be complete until September 2023, Members were made aware of an interim partnership with Victorious Academy Trust, which would allow Hawthorns School to develop a satellite site at Discovery Academy, housing up to 36 learners.

Plans to open 4 additional primary phase SEND resource bases were also discussed and it was outlined that these would create an additional 40-50 SEND places for a range of EHCP pupils, who were struggling to cope in mainstream settings. The benefits of using such resource bases to promote inclusive good practice was also noted, along with the intention to expand this provision in 2022 and 2023, including Key Stages 3 and 4.

Members were informed that an area SEND inspection was imminent and it was stated that considerable work had been undertaken over the past 2 years to improve SEND provision and services. It was explained that the inspection would consider how effectively the local area identifies, meets the needs of and improves the outcomes of young the wide range of different groups of children and young people, who have Special Educational Needs and/or Disabilities (SEND). It was noted that the focus would be on the contribution of education, social care and health services to children and young people with SEND, as set out in the Act, the Regulations and the Code of Practice.

It was acknowledged that Tameside, like many local areas, had found implementing SEND Reforms challenging. It was also noted that implementation had not been consistent and challenges in capacity and leadership had negatively impacted upon this. Members were made

aware that, whilst there had been significant improvements, there remained work to be done, to ensure all vulnerable learners were effectively included and supported by SEND Support Services and schools. With this in mind, Members attention was drawn to the improvement plan and self-evaluation, which highlighted a number of key strengths and challenges. They were also informed that the likely outcome of an inspection would be that a written statement of action would be requested.

RESOLVED

That the contents of the report be noted by the Board

14 DATE OF NEXT MEETING

RESOLVED

That the date of the next meeting of Education Attainment Improvement Board be held on Tuesday 19 October at 3.30pm.

CHAIR

Agenda Item 4

REPORT TO:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	19 October 2021
Reporting Officer:	Tim Bowman, Director, Education (Tameside and Stockport)
Subject:	SCHOOLS UPDATE
Report Summary:	The report provides an update of how schools are overcoming the challenges of lockdown easing and returning to business as usual. In addition, this report explores the priorities for recovery and the Council's role in this.
Recommendations:	It is recommended that the Board note the content of the report.
Corporate Plan:	The content of this report supports most aspects of the corporate plan by ensuring that schools are able to provide a good education offer for all children, especially those most affected by the pandemic.
Policy Implications:	The report sets out the position in line with Council policies and the statutory framework.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>Direct school ring-fenced funding is where the work outlined in the report and support for pupils will be funded from. In addition Tameside Schools and Academies will receive £1.4m of covid catch-up funding to support schools to try and address pupils lost learning as a result of the pandemic.</p> <p>A further initiative has been announced by the Dfe for Tutor led funding for 15 hours per pupil, schools must contribute 25% towards of the costs of the tutoring. The funding is aimed at pupils eligible for pupil premium payments. The allocations per school have not been confirmed at this stage however the Dfe will provide allocations per school in due course;</p> <ul style="list-style-type: none">• Mainstream schools - £202.50 per pupil• Special Schools - £529 per pupil <p>The DfE grant subsidy will decrease as follows: 2021-22 75%, 2022-23 60% and 2023-24 25%. Some schools in the borough face significant financial difficulty and may struggle to make the contribution required.</p>
Legal Implications: (Authorised by the Borough Solicitor)	There are no immediate legal implications arising from this report
Risk Management:	The whole school risk assessments completed by schools alongside all guidance from the Department for Education should have been used to enable each school to assess the level of risk and how it can be mitigated in order to ensure schools can open and operate safely.

Access to Information:

NON-CONFIDENTIAL

This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.

Background Information:

The background papers relating to this report can be inspected by contacting Tim Bowman Director, Education (Tameside and Stockport)

telephone: 0161 342 2050

e-mail: tim.bowman@tameside.gov.uk

1. INTRODUCTION

- 1.1 This report follows on from previous reports presented to the committees in the previous academic year, which described the context, challenges and support for schools during the COVID-19 pandemic as well as a detailed review of remote learning. Since the last Education Attainment Improvement Board (EAIB), restrictions across the country have been relaxed and the nation has moved into a 'living with COVID-19' phase. Restrictions in schools have also moved in line with this approach. Section 2 details the requirements for schools currently.
- 1.2 Headteachers, school leaders and school staff in Tameside are happy to be operating in what is largely a 'business as usual' context but there are still challenges, calls on the school timetable and restrictions to be implemented. COVID-19 rates are still high in the Borough, especially in the younger age groups and this continues to affect attendance and school staffing, albeit to a much lesser extent than previously seen, and planning for the new academic year in a context of considerable uncertainty.
- 1.3 Support for schools and colleges will continue to be available to all schools, whatever type they may be and whatever phase or sector they are in, and we continue to maintain a Borough-wide approach to identifying collective processes which support safe and sensible, local decision-making.

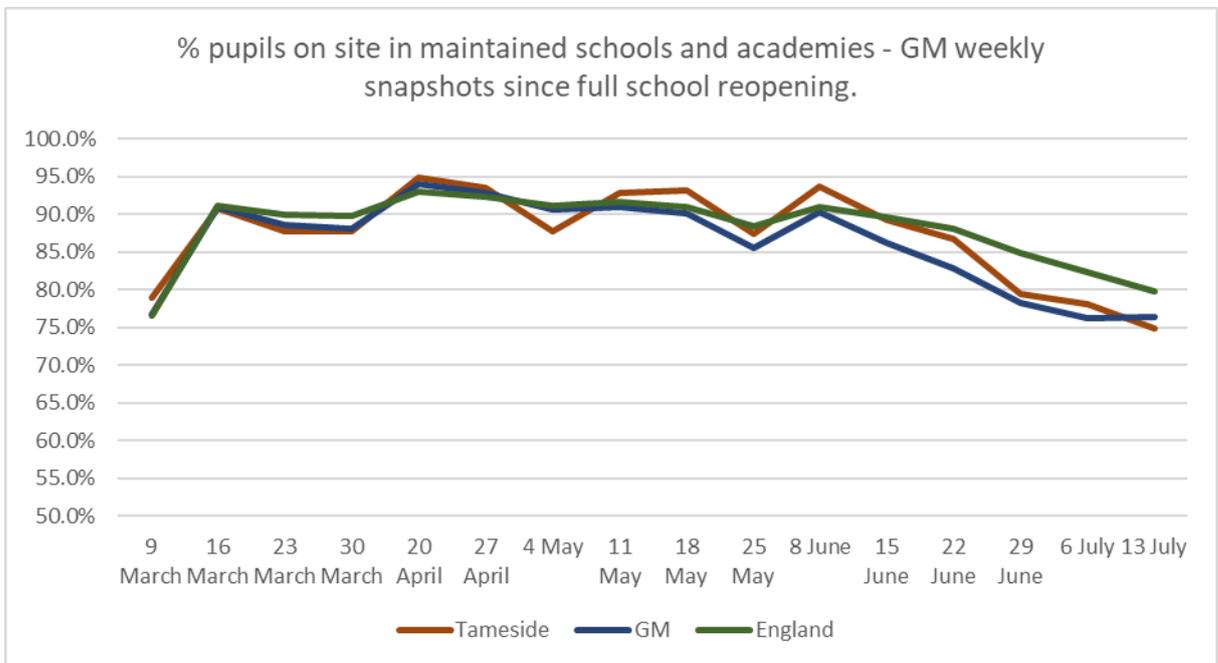
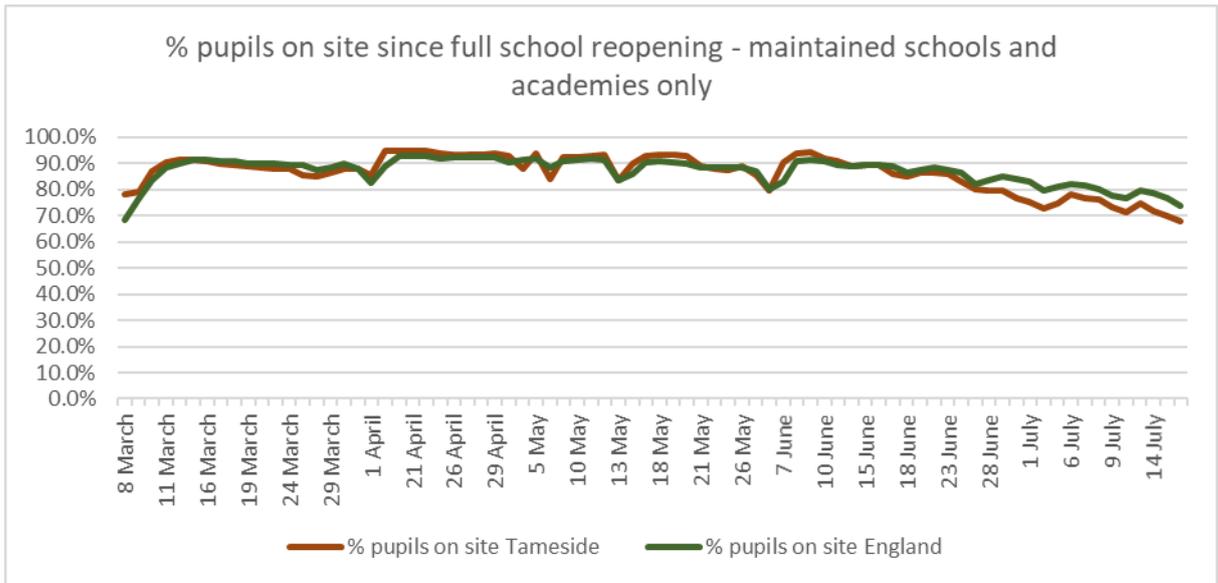
2. CURRENT COVID-19 REQUIREMENTS IN SCHOOLS

- 2.1 Schools are still expected to maintain an effective system of controls but within 'living with COVID-19' approach. Schools are no longer required to operate bubbles, use face coverings, children under 18 and double vaccinated staff are no longer required to isolate if they are a close contact of a positive case, and educational trips are now permitted. All positive cases are still required to isolate for 10 days.
- 2.2 All schools and colleges continue to work very effectively with our Public Health and Health and Safety Teams and are required to work with Public Health more closely where there is an identified outbreak. During an outbreak, Public Health and the school work together to identify further measures from the outbreak control toolkit which includes use of the warn and inform letter, wearing face coverings, improving ventilation, returning to bubbles, and, as a last resort, moving to remote learning.
- 2.3 Schools have been asked to test onsite all secondary-age pupils using Lateral Flow Devices twice three days apart on return to school in September. All school and early years staff, and all secondary school pupils, following on from onsite test, are requested to undertake a Lateral Flow Test twice weekly at home until further notice.
- 2.4 Since the last report, vaccination of healthy 16 and 17 year olds has been approved and is underway following on from the vaccination of all adults 18 and over. COVID-19 vaccinations for healthy 12-15 year olds has also been approved and is underway at the time of writing. We are working closely with schools to plan for implementation.

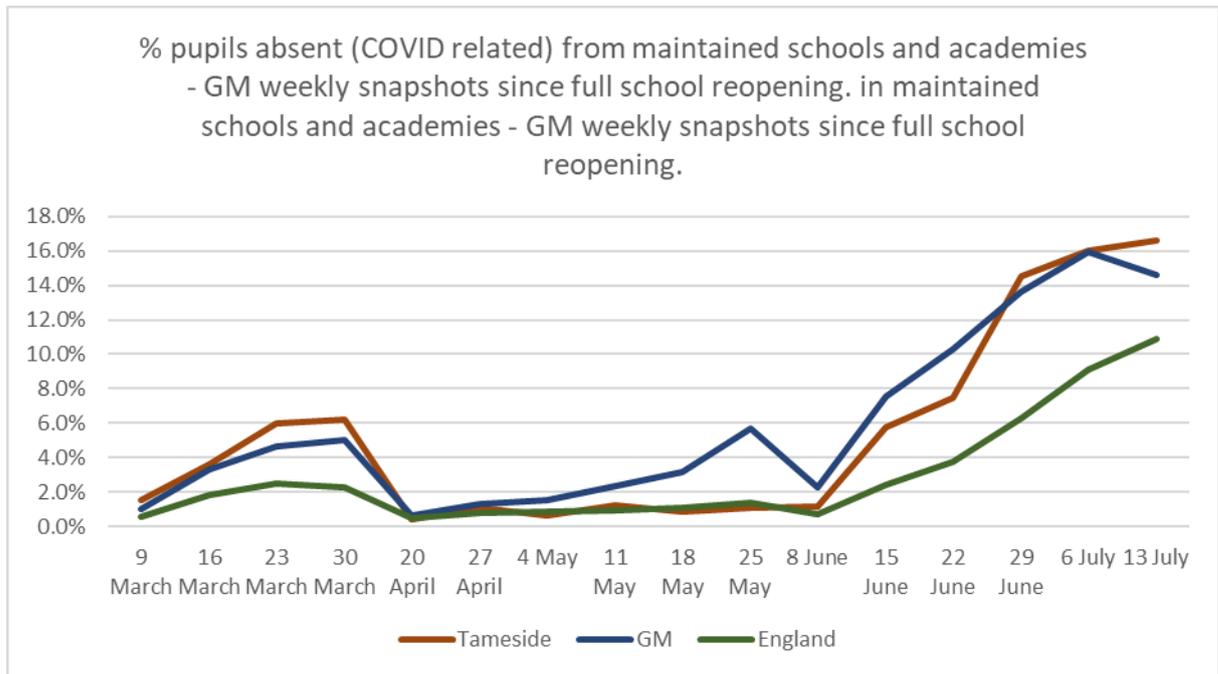
3 SCHOOL OUTCOMES

Attendance

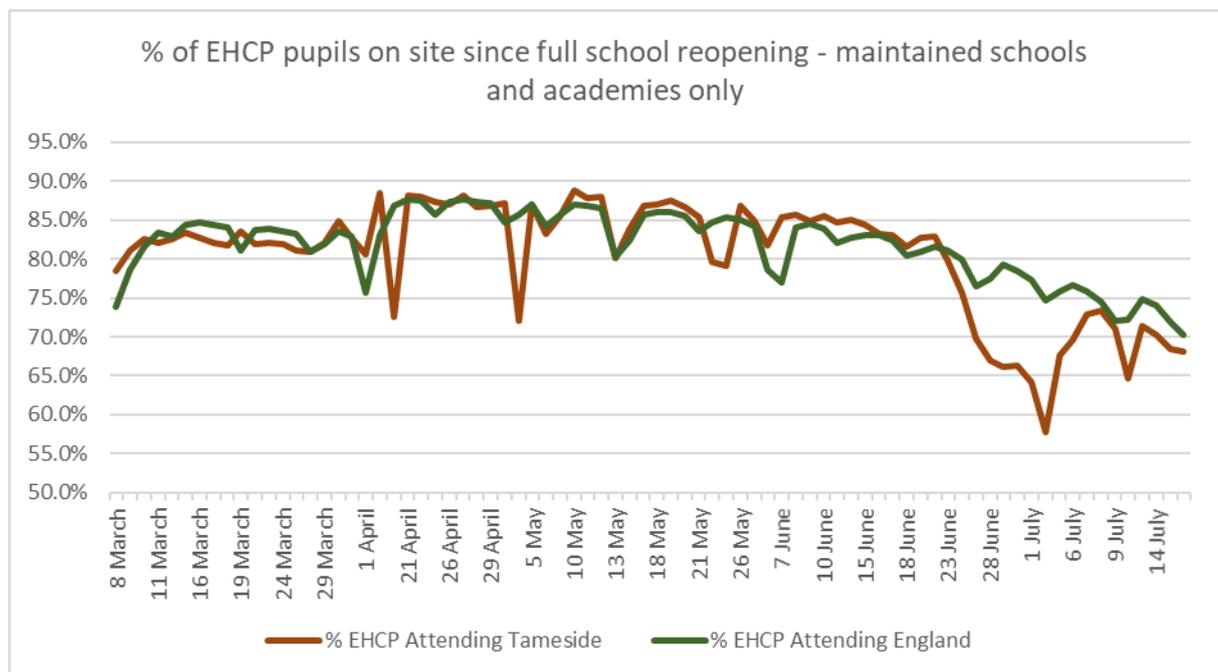
- 3.1 Following schools and education settings reopening fully on 8 March 2021, the percentage of pupils on site in Tameside's maintained schools and academies was consistently in line with the national average up until the end of June when COVID related absence increased in our settings.



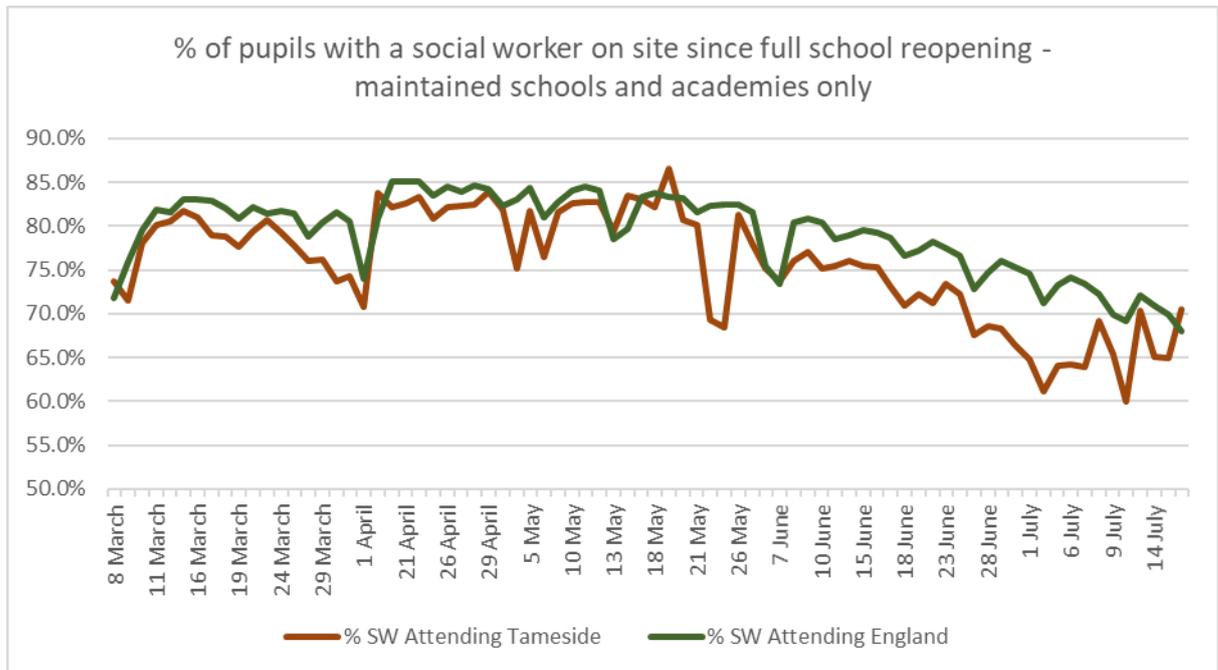
3.2 COVID related absence in Tameside and GM was significantly higher than nationally, though Tameside was consistently above the GM average.



3.3 Looking more carefully at the vulnerable groups, the percentage of pupils with an EHCP on site since full school reopening was broadly in line with the national average until the increase in COVID related absence from mid-June onwards.



3.4 The percentage of pupils with a social worker on site from full school reopening was below the national average. One of the biggest factors around this was been the proportions of pupils with a social worker on site at the Pupil Referral Service, with a large number of pupils with a social worker attending alternative provision, and so are not marked as on site.



3.5 GCSEs

The coronavirus pandemic led to another cancellation of national exams in the 2020/21 academic year. Following consultation conducted by Ofqual and the DfE, students received teacher assessed grades (TAGs) on 12 August 2021. Provisionally, 47% of pupils in Tameside achieved a strong 9-5 pass in English and maths and 69% of pupils achieved a standard 9-4 pass in English and maths. As in 2020, no school level data will be published by the DfE. Detailed information at local authority level is yet to be released but the board will be updated following its publication.

Exclusions

- 3.6 Since the last meeting, the latest statistics on exclusions have been published by the DfE for the 2019/20 academic year. The number of permanent exclusions continued to reduce having improved from 97 in 2017/18, to 64 in 2018/19 to 51 and 2019/20.
- 3.7 Tameside had an overall permanent exclusion rate which was more than double the national average in 2019/20. Tameside had a rate of 0.14 in 2019/20 compared to 0.06 nationally. Tameside had a rate of 0.17 in 2018/19 compared to 0.10 nationally.
- 3.8 For permanent exclusions, Tameside was:
- ranked 146th nationally having been 131st in 2018/19,
 - 22nd out of 23 North West local authorities having been 18th in 2018/19,
 - 9th out of 10 Greater Manchester local authorities having been 8th in 2018/19, and
 - 9th out of 11 statistical neighbours having been 5th in 2018/19.
- 3.9 Tameside had an overall fixed term exclusion rate of 4.66 compared to the national average of 3.76. Tameside had a rate of 7.49 in 2018/19 compared to 5.36 nationally. For fixed term exclusions, Tameside was:
- ranked 122nd having been ranked 125th in 2018/19,
 - 20th out of 23 North West local authorities having been 21st in 2018/19,
 - 8th out of 10 Greater Manchester local authorities having been 9th in 2018/19, and
 - 4th out of 11 statistical neighbours having been 6th in 2018/19.
- 3.10 Tameside had a rate of 2.36 for pupils with 1+ fixed term exclusions compared to the national average of 1.87. Tameside had a rate of 3.38 in 2018/19 compared to 2.44 nationally. For pupils with 1+ fixed term exclusions, Tameside was:

- ranked 131st having been ranked 132nd in 2018/19,
- 20th out of 23 North West local authorities having been 21st in 2018/19,
- 8th out of 10 Greater Manchester local authorities having been 9th in 2018/19, and
- 9th out of 11 statistical neighbours having been 8th in 2018/19.

3.11 For the 2020/21 academic year, provisionally, permanent exclusions have continued to reduce with 43 pupils being permanently excluded during the academic year. Provisional fixed term exclusion information for the academic year is not yet available.

3.12 Attendance has been one of Tameside's key priorities for improvement for some time and part of the strategy to address the Borough's high exclusions rate has been to lead practice from the Tameside Pupil Referral Service (TPRS). A new executive headteacher was appointed in November 2020 and part of the scope of this new role was to improve inclusion in the system and reduce exclusion. The Council, TPRS and the Tameside Association of Secondary Headteachers (TASH) are now working in partnership to fund outreach support from TPRS in secondary schools to support children at risk of exclusion and to support schools to develop practice. The project has made a very positive start after a short pilot in the summer term and is currently working with 10 secondary schools with the remainder joining later in the term.

4 RECOVERY AND SUPPORT FOR SCHOOLS

Children eligible for Free School Meals (FSM)

4.1 Over the school holidays, most secondary schools offered a one or two week summer school to their new Year 7 cohorts. Government funding was awarded based on the number of children eligible for Free School Meals and children identified as vulnerable. Secondary heads have reported very positive outcomes from the summer schools saying that they were very useful and positive especially for the more vulnerable children.

4.2 Supermarket vouchers were again provided to families with children eligible for free school meals at £90 per pupil. Schools again supported with the distribution of vouchers so that all financially vulnerable families could be reached.

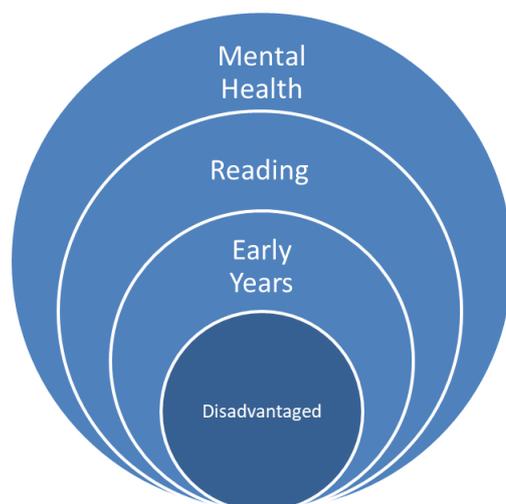
Recovery

4.3 Children's learning has been disrupted in an extraordinary and significant way during the pandemic. The impact of this lost learning time is greater in Greater Manchester than other parts of the country. The impact is most profoundly felt by those who experience the greatest disadvantage and whilst we must not catastrophise this challenge, neither should we underestimate it. Recovery needs to be intentional and deliberate; it is not something that can be left to chance.

4.4 The evidence is clear that missed face-to-face attendance causes significant harm to children and young people's education, life chances and mental and physical health. This harm disproportionately affects children and young people from the most disadvantaged backgrounds.

4.5 Missing face-to-face education is associated with considerable harm to the health and wellbeing of children and young people. A recent systematic review prepared for SAGE found that the evidence for impacts of school closures on mental health and wellbeing was substantial and consistent.

4.6 The focus of recovery support for schools is explained by the below diagram and commissioning of support will centre around these areas. A focus on disadvantaged pupils must run through the strategy. These recovery priorities have been identified with schools across the age phases.



4.7 **Early Years:**

- Language interventions and pedagogy
- Developing relationships and learning at home

4.8 **Reading:**

- Phonics
- Curriculum
- Vocabulary

4.9 **Mental Health:**

Tameside is to benefit from two Mental Health Support Teams working across 30 to 40 schools as part of a Greater Manchester bid to improve the provision for children and young people. Schools were asked to express their interest before the summer and the final arrangements are being made and schools identified. For any schools not accessing the MHSTs, there will be a universal offer around the whole school approach.

5 **CONCLUSION**

5.1 Schools continue to face challenge and uncertainty at the beginning of this third academic year of operating within a pandemic. School leaders continue to work closely with Council teams to lead their schools and their communities within a COVID-19 context. School leaders must now turn their attention to the daunting and difficult task of recovery.

5.2 Recovery must be focused around disadvantaged learners and address deficits in the early years, in the curriculum with particular attention to reading, and mental health. Education Improvement and Partnerships commissioning will centre on these priorities identified by schools.

5.3 Absence for vulnerable pupils continues to require practice changes and the Council will continue to work with schools to improve attendance and inclusion.

6 **RECOMMENDATIONS**

6.1 As set out at the front of the report.

Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	19 October 2021
Reporting Officer:	Tim Bowman – Director, Education (Tameside and Stockport) Caroline Barlow – Assistant Director, Finance
Subject:	2022-23 SCHOOL FUNDING UPDATE ON NFF AND SUMMER ANNOUNCEMENTS FROM DFE
Report Summary:	This report provides an update on the latest school funding announcements
Recommendations:	Members are asked to note the contents of the report, and the proposed consultation basis surrounding the 0.5% transfer from Schools Block to High Needs Block for financial year 2022-23.
Corporate Plan:	Education finances significantly support the Starting Well agenda to provide the very best start in life where children are ready to learn and encouraged to thrive and develop, and supports Aspiration and Hope through learning and moving with confidence from childhood to adulthood.
Policy Implications:	In line with financial and policy framework.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>The Dedicated Schools Grant is a ring fenced grant solely for the purposes of schools and pupil related expenditure. The provisional allocations for 2022-23 are outlined within the report. The allocation of the High Needs element of this grant is insufficient to meet current spending or growth in number of pupils requiring support.</p> <p>The Schools Forum and the Council must continue to look for savings to address the growing High Needs deficit and continue to update DfE with progress against the DSG deficit recovery plan.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>There are no immediate legal implications arising from this report save that the Forum needs to be content that the correct accounting treatment is applied to ensure compliance with the grant conditions based on the detailed information provided by finance.</p> <p>The Forum will no doubt also wish to consider the opportunities to make further saving and the progress being made with the deficit recovery plan when reviewing this report</p>
Risk Management:	The correct accounting treatment of the Dedicated Schools Grant is a condition of the grant and procedures exist in budget monitoring and the closure of accounts to ensure that this is achieved. These will be subject to regular review.
Access to Information:	NON-CONFIDENTIAL This report does not contain information which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting Christine Mullins – Finance Business Partner, Financial Management, Children’s and Safeguarding Services

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 e-mail: christine.mullins@tameside.gov.uk

1. INTRODUCTION

- 1.1 This report provides information with regards to the DfE spending announcements and some context for the potential impact of the Tameside MBC position for the financial year 2022-23.
- 1.2 The dedicated schools grant is allocated through a nationally determined formula to local authorities in 4 blocks;
- Central Services Schools Block - provided to provide funding to Local Authorities to support carrying out statutory duties on behalf of schools.
 - Schools Block - This is intended to fund mainstream (non-special) Schools
 - High Needs Block - This is to fund Special Schools, additional support in mainstream schools for Special Educational Needs (SEND) and other SEND placements / support.
 - Early Years Block - This funds the free/extended entitlement & funding of places for 2, 3 and 4 year olds in school nurseries and Private, Voluntary and Independent (PVI) Sector settings.
- 1.3 The DSG announcements at this stage only cover the Schools Block, High Needs Block and the Central Service Support Block. Early Years Block information is not shared at this point. Updates on this and confirmation of all other allocations are expected in December 2021.
- 1.4 These indicative figures should be taken in the context that the information released at this stage is based on the 2021-22 data set (October 2020 census data) and will change in some areas to take account of October 2021 census returns.

2. SCHOOLS BLOCK UPDATE 2022-23

- 2.1 The 2022-23 national allocation to the schools block, based on October 2020 census data, is an increase of £40.146m an increase of 4% compared to 2021-22. The table at Appendix A provides a comparison of 2021-22 to 2022-23 showing where the funding has been focused in line with national priorities.
- 2.2 The provisional 2022-23 allocation for Tameside MBC has increased by £5.573m as outlined in table 1, this allocation currently excludes Growth funding. A full breakdown of the funding elements can be found at Appendix B along with the detailed national funding amounts.

TABLE 1 – Tameside MBC Provisional 2022-23 Schools Block Funding

	Total 2021-22 Funding Allocated £m	Total 2022-23 Provisional Funding £m	Increase £m
Pupil Led Funding	£178.222	£183.726	£5.504
Premises Funding	£3.923	£3.992	£0.068
Total Funding Less Growth	£182.145	£187.718	£5.573

- 2.3 The main changes in the formula are as follows;
- 2.4 **Sparsity Factor** - This factor is payable to schools that are both small and remote, a school has to be both to attract this funding. DfE believe due to these circumstances the schools have very little scope to make efficiencies. The NFF rates have been significantly increased by DfE on the sparsity factor for a 2nd year, increasing from £45k to £55k per primary school, and from £75k to £80k in secondary schools

TABLE 2 – Sparsity Factor increase levels since 2020-21

Sparsity	2020-21 £	2021-22 £	In Year %	2022-23 £	In Year %	Cumulative Increase £	% Increase
Primary Sparsity	26,000	45,000	73%	55,000	22.00%	29,000	112%
Secondary Sparsity	67,000	75,000	12%	80,000	7.00%	13,000	19%

- 2.5 In addition to increasing the rate for 2022-23, the DfE has also changed the measurement for remoteness of schools. The impact of this means 2,500 schools attract this factor up from 1,300 schools. The funding under this factor increases from £42m to £95m. This extra funding will still not benefit schools in Tameside. Implications have been modelled through for Tameside schools and there are still no schools in Tameside that would attract this factor under NFF despite the change in measurement.
- 2.6 **Deprivation Factors** - The funding factors that support deprivation within the formula have on average increased by 3% for IDACI and Free School Meals Ever 6, and 2% for Free School meals.
- 2.7 **Business Rates** - Following consultation last year regarding centralising of business rates, this funding will no longer come to the local authority (LA) or Academy Trusts for them to pay the council. These costs will be paid directly by DfE to each LA on behalf of all schools and Academies in its area.
- 2.8 Final schools block figures for 2022-23 are expected to be issued by DfE prior to the Christmas break.

3. SCHOOLS BLOCK MOVE TO HARD NFF AND DfE CONSULTATION

- 3.1 Since its introduction in 2018-19 the NFF has been a 'soft' formula. This means although the DfE calculates funding allocations based on individual mainstream schools data and characteristics these school level allocations are then aggregated for each LA. Whilst the DfE does set parameters, local authorities currently do have some discretion and flexibility on how these are applied. The DfE are taking the next steps to a 'hard' national formula and to support this have launched, in July, a consultation for local authority schools, academy trusts and any other interested parties.
- 3.2 Tameside along with a significant number of local authorities are already mirroring the majority of the NFF factors but have submitted a response to the consultation which closed on 30 September 2021.

4. HIGH NEEDS BUDGET UPDATE 2022-23

- 4.1 The High needs funding block is made up of separate elements within the calculation;
- Basic entitlement which is an amount per pupil (based on the January census point)
 - Historic spend factor recognising that Local Authorities may have legacy contracts they cannot quickly exit
 - Proxy factors to reflect the characteristics of the population.
- 4.2 High Needs funding has increased by 9.6% nationally, £780m, local authorities have seen an increase between an 8% minimum and 11% capped increase. Tameside have received the maximum increase possible capped at 11%. Without the cap at 11% Tameside would have received an additional £2.988m.

- 4.3 Following the DfE consultation earlier in the year the historic factor within the High Needs calculation will be allocated based of 50% of a local authorities 2017-18 actual spend rather than 2017-18 planned spend. For this factor, Tameside's historic factor changed from £8.6m to £8.8m. However, due to the capping factor the full benefit of the increase is not received.
- 4.4 Table 3 shows the provisional allocation for 2022-23 compared to the current 2021-22 allocation.

TABLE 3 - Provisional High Needs Allocation 2022-23

High Needs Allocation	Forecast 2021-22 £m	Forecast 2022-23 £m	Difference £m	Difference %
Funding Available	£26.342	£29.405	£3.062	11.6%
Forecast Spend	£29.613	£34.988	£5.375	18.2%
Annual Funding Gap (In year Deficit)	(£3.271)	(£5.583)	(£2.313)	70.7%

*** Estimated increase in allocation based October 2021 census

- 4.5 The table also shows although Tameside is seeing increases in funding of £3.062m this is offset by an estimated increased spend of £5.375m.
- 4.6 This increased spend reflects the continuing expected increases and further growth of EHCP's which are shown below in Table 4. This also shows the percentage of pupils in receipt of an EHCP's is likely to increase steadily from 3.58% (national average approx. 3.6%) to over 6% in the next 5 years.

TABLE 4 - Projected Growth in EHCP Numbers

Sector	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Mainstream	575	824	1,024	1,154	1,219	1,269
Resourced	57	97	137	177	177	177
Special	676	728	800	830	860	890
Pre 16 (Independent, OOB & NMSS)	212	248	258	268	278	283
Post 16	209	239	274	314	359	374
Totals	1,729	2,136	2,493	2,743	2,893	2,993
Overall Growth		407	357	250	150	100

Age 2-18 ONS population projection	48,335	48,335	48,784	48,784	48,784	48,784
% of Population EHCP's	3.58%	4.42%	5.11%	5.62%	5.93%	6.14%

- 4.7 Tameside continues to receive a capped funding formula allocation in 2022-23 and this has a significant impact on the high needs deficit position. Without the cap for 2021-22 Tameside would have received an additional £3.151m of funding and the latest announcements show a further cap of £2.988m for 2022-23. Table 5 below shows the impact this has had on the in-year projected deficit for 2021-22 and provisional deficit 2022-23 and demonstrates:

- the High Needs deficit before any block transfers and,
- Assuming the 0.50% transfer from Schools Block continues in 2022-23

TABLE 5 – Capped High Needs Funding Allocation

	2021-22 Current £m	2022-23 Forecast £m	Cumulative over 2 Years £m
NFF Allocation before Cap (& Recoupment)	£31.347	£34.256	
Cap on Funding	(£3.151)	(£2.988)	
NFF Actual Allocation	£28.196	£31.268	
a) High Needs Deficit before any Block Transfer			
High Needs In Year Deficit (with Cap & before 0.50% transfer from Schools Block)	(£3.270)	(£5.584)	(£8.854)
High Needs In Year Deficit (without Cap & before 0.50% transfer from Schools Block)	(£0.119)	(£2.596)	(£2.715)
b) High Needs Deficit assuming Transfer from Schools Block			
0.50% Transfer from Schools Block	£0.878	£0.939	
High Needs In Year Deficit (with Cap)	(£2.393)	(£4.645)	(£7.038)
High Needs In Year Deficit (without Cap)	£0.758	(£1.657)	(£0.899)

4.8 As can be seen in Table 5, if the cap was removed, there is a much smaller forecast deficit before the schools block transfer for 2021-22 of £0.119m and post the school block transfer actually a forecast surplus of £0.758m. This highlights the significant impact of the cap.

5. BLOCK TRANSFER 2022-23

5.1 Local Authorities will continue to be able to transfer up to 0.50% of the Schools Block allocation to another block within the DSG, with Schools Forum approval. A disapplication process to the DfE will continue to be in place for any amounts over 0.50% or for any amount without Schools Forum approval.

5.2 Schools will be consulted to request support to transfer 0.5% from schools block to the high needs block. As the table below shows based on current Growth projections even with a 0.50% transfer (as in 2021-22) of £0.939m this would still leave a potential in-year deficit on the High Needs Block of £4.644m.

5.3 Schools will also be asked to support a further 0.5% transfer providing in total a 1.00% transfer. This would still leave an in year deficit of £3.705m and potential cumulative deficit over the 2 years of £6.098m.

TABLE 6 – Impact of 2022-23 Funding Allocations against projected Costs

<i>* Table includes rounding's</i>	Forecast 2021-22 £m	Forecast 2022-23 £m	Cumulative over 2 Years £m
High Needs Funding	£26.343	£29.405	
Forecast Spend	£29.613	£34.988	
Annual Funding Gap (In year Deficit)	(£3.270)	(£5.583)	(£8.853)
(1) 0.50% Transfer from Schools Block	£0.878	£0.939	
Annual Funding Gap (In year Deficit) -0.50% Transfer	(£2.393)	(£4.644)	(£7.036)
(2) 1.00% Transfer from Schools Block	£0.878	£1.878	
Annual Funding Gap (In year Deficit) -1.00% Transfer	(£2.393)	(£3.705)	(£6.097)

5.4 Consultation with schools will be carried out in the normal way to seek opinions as to the local application of the Schools Funding Formula in Tameside.

6. CENTRAL SERVICES SCHOOLS BLOCK (CSSB)

6.1 The CSSB covers funding allocated to local authorities to carry out central functions on behalf of pupils in maintained schools and academies in England. CSSB funding is split into two elements: funding for ongoing responsibilities and funding for historic commitments, Tameside receives only for on-going responsibilities in its allocation.

6.2 Similar to the High Needs Block authorities can receive between a protected 2.5% increase and 5.6% capped. CSSB funding has increased by 5.6% for Tameside, £62k, as outlined in the Table 7 below. Without the cap Tameside would receive a further £145k.

TABLE 7 – Provisional CSSB Funding 2022-23

	Current Year 2021-22 £m	Provisional 2022-23 £m	Increase £m
CSSB Provisional Funding	£1.114	£1.176	£0.062

6.3 The biggest changes to the national formula allocations is changes to the historic costs. Tameside has no historic costs in its allocations. For other local authorities historic costs continue to reduce at by 20% on the prior year allocation, with protection given for on-going prudential borrowing costs and historic teacher's pension's costs.

7. CONCLUSION

7.1 Tameside will see increases in funding across all funding blocks under the proposed 2022-23 DSG funding announcements, however the funding for High Needs in borough will remain insufficient to meet the need in the borough.

8. RECOMMENDATIONS

8.1 As set out at the front of the report.

APPENDIX A

Schools Block Funding Allocation by National Priority

Item	Total Funding Including ACA 2021-22 £m	Total Funding Including ACA 2022-23 £m	Change £m	% Increase
AWPU	28,450	29,490	1,040	4%
Minimum Per Pupil	455	372	(83)	(18%)
Basic per pupil Funding	28,905	29,862	957	3%
Deprivation	3,341	3,566	225	7%
Low Prior Attainment	2,613	2,640	27	1%
English as an additional language	420	412	(8)	(2%)
Mobility	52	44	(8)	(15%)
Additional Needs Funding	6,426	6,662	236	4%
Lump Sum	2,430	2,503	73	3%
Sparsity	42	95	53	126%
School Led Funding (excluding Premises)	2,473	2,599	126	5%
Premises	531	527	(4)	(1%)
Funding Floor Protection	581		(84)	(14%)
TOTAL	38,916	40,146	1,230	3%
Area Cost Adjustment (included already within the factors above)	949	989	40	4%

APPENDIX B

Item	2021-22 Unit Value	2022-23 Unit Value	% Increase	Total Funding Included ACA £m	Proportion of core total %
Basic per pupil Funding				£29,862	76.3%
AWPU				£29,490	75.4%
AWPU_Primary	3,123	3,217	3.00%	£14,821	37.9%
AWPU_KS3	4,404	4,536	3.00%	£8,624	22.0%
AWPU_KS4	4,963	5,112	3.00%	£6,045	15.5%
Minimum Per Pupil				£372	0.9%
Minimum Per Pupil Level Primary	4,180	4,265	2.00%	£279	0.7%
Minimum Per Pupil Level Secondary	5,415	5,525	2.00%	£92	0.2%
Additional Needs Funding				£6,662	17.0%
Deprivation				£3,566	9.1%
Deprivation_FSM_PRIM_Meals	460	470	2.00%	£453	1.2%
Deprivation_FSM_SEC_Meals	460	470	2.00%	£282	0.7%
Deprivation_FSM6_PRIM_Meals	575	590	3.00%	£639	1.6%
Deprivation_FSM6_SEC_Meals	840	865	3.00%	£730	1.9%
Deprivation_IDACI_PRIM_A	620	640	3.00%	£99	0.3%
Deprivation_IDACI_PRIM_B	475	490	3.00%	£147	0.4%
Deprivation_IDACI_PRIM_C	445	460	3.00%	£135	0.3%
Deprivation_IDACI_PRIM_D	410	420	2.00%	£118	0.3%
Deprivation_IDACI_PRIM_E	260	270	4.00%	£143	0.4%
Deprivation_IDACI_PRIM_F	215	220	2.00%	£109	0.3%
Deprivation_IDACI_SEC_A	865	890	3.00%	£86	0.2%
Deprivation_IDACI_SEC_B	680	700	3.00%	£136	0.3%
Deprivation_IDACI_SEC_C	630	650	3.00%	£127	0.3%
Deprivation_IDACI_SEC_D	580	595	3.00%	£111	0.3%
Deprivation_IDACI_SEC_E	415	425	2.00%	£148	0.4%
Deprivation_IDACI_SEC_F	310	320	3.00%	£104	0.3%
Low Prior Attainment				£2,640	6.7%
Prior_Attainment_PRIM	1,095	1,130	3.00%	£1,497	3.8%
Prior_Attainment_SEC	1,660	1,710	3.00%	£1,142	2.9%
English as an additional language				£412	1.1%
EAL_PRIM	550	565	3.00%	£307	0.8%
EAL_SEC	1,485	1,530	3.00%	£105	0.3%
Mobility				£44	0.1%
Mobility Primary	900	925	3.00%	£35	0.1%
Mobility Secondary	1,290	1,330	3.00%	£9	0.0%
School Led Funding				£2,599	6.6%
Lump Sum				£2,503	6.4%
Lump_Sum	117,800	121,300	3.00%	£2,092	5.3%

Lump_Sum_Sec	117,800	121,300	3.00%		£411	1.1%
Sparsity					£95	0.2%
Primary Sparsity	45,000	55,000	22.00%		£89	0.2%
Secondary Sparsity	75,000	80,000	7.00%		£7	0.0%
Premises					£527	1.3%
Area Cost Adjustment					£989	
Protections						
Floor					£497	
Primary floor funding					£279	
Secondary floor funding					£218	
TOTAL					£40,146	

Agenda Item 6

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	19 October 2021
Reporting Officer:	Catherine Moseley – Head of Access Services
Subject:	UPDATE ON SCHOOL ALLOCATIONS AND ADMISSIONS
Report Summary:	The following report informs the Board of the successful school allocations for reception and Year 7 earlier in the Year. It also informs the Board of the new School Admissions Code and its implications for schools.
Recommendations:	That the Board notes the content of the report.
Corporate Plan:	The proposals contained within this report will support the delivery of the Community Strategy, through the delivery of sufficient and suitable places.
Policy Implications:	The changes needed to school admissions arrangements for community and voluntary controlled schools were made in a report approved by Executive Cabinet on 28 July 2021
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	The changes outlined within the report in relation to change in the Schools admissions code, will not impact on the finances for the team. This is a policy and practice change which can be delivered from within the existing resources.
Legal Implications: (Authorised by the Borough Solicitor)	<p>The Schools Admission Code (the Code) has been updated and brought into force in September 2021 by the Department for Education (DfE) following a consultation exercise in summer 2020.</p> <p>Under the Code, the council has the duty as an admission authorities is to act in accordance with the Code and there is an obligation to undertake actions as quickly as possible in the new academic year to ensure compliance with the Code's new requirements.</p> <p>The Code has not been subject to wholesale review and much of it is the same as the 2014 version. However, there are changes to tighten up the operation of the admissions system in a number of key areas particularly in relation to the admission of vulnerable children and the practices around in-year admissions as set out in the main body of the report.</p>
Risk Management:	All admission authorities are required to follow the School Admissions Code and to fail to do so would risk reputational damage to the Council
Access to Information:	<p style="text-align: center;">NON-CONFIDENTIAL</p> <p>This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.</p>

**Background
Information:**

The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services



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e-mail: catherine.moseley@tameside.gov.uk

1 BACKGROUND

- 1.1 The Council has a statutory duty to provide sufficient school places for our residents and a duty to provide a coordinated admissions scheme to enable Tameside parents to apply for a school place. These duties are set out in the School Admissions Code. In September 2021, a new School Admissions Code comes into force, the first new Code for seven years. The new Code makes some changes to the way that in year admissions and the Fair Access Protocol operates.

2 NATIONAL OFFER DAY FOR PRIMARY SCHOOLS

- 2.1 National offer day for primary school places was 16 April. In 2021, we received 2660 applications compared to 3006 last year. This year we allocated 2666 places, which was 160 less than last year, reflecting the reduction in birth rates in the borough.
- 2.2 94.3% (2515) of applicants received their first preference school, which is 2.8% more than last year and the highest percentage for over 10 years. Overall 98.5% of applicants were allocated one of their preferences compared with 97.9% last year and only 39 applicants did not get any of their preferences. The England average in 2021 for applicants getting their first preference primary school was 91.8%. The table below gives more detail over recent years.

OFFER DAY STATS - PRIMARY									
	2021			2020			2019		
	No	%	England	No	%	England	No	%	England
Total applications (received by closing date)	2660			3006			2830		
1st preferences	2660			3006			2830		
2nd preferences	1225			1448			1436		
3rd and other preferences	1462			1794			1876		
Total applications from other boroughs (1st prefs)	69	2.6%		111	3.7%		104	3.7%	
Tameside residents applying extra district (1st prefs)	68	2.6%		87	2.9%		90	3.2%	
Total allocated (inc lates)	2666	100.0%		2826	100.0%		2813	100.0%	
1st preferences	2515	94.3%	91.8%	2585	91.5%	90.2%	2574	91.5%	90.6%
2nd preferences	92	3.5%	4.9%	137	4.8%	5.6%	129	4.6%	5.4%
3rd and other preferences	20	0.8%	1.8%	44	1.6%	2.0%	49	1.7%	2.0%
No preference	39	1.5%	1.5%	60	2.1%	2.2%	61	2.2%	2.0%

3 NATIONAL OFFER DAY FOR SECONDARY SCHOOLS

- 3.1 National offer day for secondary school places was 1 March. In 2021, we received 3396 applications compared to 3173 last year. We allocated 3323 places, which is significantly higher than last year (3167), and the most we have offered for over 10 years.
- 3.2 Members will recall previous reports on school place planning and that 2021 was the year when we expected our highest level of applications for a school place. Our policy of adding places into our secondary schools has paid off and we have increased the number of pupils getting their first preference this year, with only a slight dip in the percentage of children being allocated their first preference. We were able to offer 85.4% (2837) first preferences compared to 85.6% (2711) first preferences last year. The England average receiving their first preference school in 2021 was 81.1%. 141 pupils have not received one of their preferences but 95.8% of applicants have. The England average for children receiving one of their preferences was 95.5%.

NATIONAL OFFER DAY STATS - SECONDARY									
	2021			2020			2019		
	No	%	England	No	%	England	No	%	England
Total applications (received by closing date)	3396			3173			3148		
1st preferences	3396			3173			3148		
2nd preferences	2191			2225			2174		
3rd and other preferences	2270			2269			2249		
Total applications from other boroughs (1st prefs)	309	9.1%		318	10.0%		304	9.7%	
Tameside residents applying extra district (1st prefs)	168	4.9%		191	6.0%		200	6.4%	
Total allocated (inc lates)	3323	100.0%		3167	100.0%		3118	100.0%	
1st preferences	2837	85.4%	81.1%	2711	85.6%	82.2%	2613	83.8%	80.9%
2nd preferences	254	7.6%	9.0%	266	8.4%	8.7%	289	9.3%	9.0%
3rd and other preferences	91	2.7%	5.4%	92	2.9%	4.7%	85	2.7%	5.0%
No preference	141	4.2%	4.5%	98	3.1%	4.4%	131	4.2%	5.1%

- 3.3 We have consistently outperformed the England average over several years for both primary and secondary school places. As usual, we received a substantial number of late applications, who were all allocated a place before the September start of term.

4 NEW SCHOOLS ADMISSIONS CODE

- 4.1 The Department for Education (DfE) recently published a new School Admissions Code which came into effect from 1 September 2021 <https://www.gov.uk/government/publications/school-admissions-code--2>. The Code applies to all admission authorities and will have an impact on voluntary aided and academy schools for changes relating admission arrangements as they are their own admission authority. The Fair Access Protocol applies to all schools. The new Code brings in a number of new requirements and points of action for schools and governing bodies including:

LOOKED AFTER CHILDREN (para 1.7)

- 4.2 The Code has expanded the definition of looked after children to include those children who were in state care outside England but who were then adopted (further guidance from the DfE is expected on this new definition). Governing Bodies of voluntary aided schools and academy trusts will need to go through the statutory process to vary their admission arrangements, including consultation, to ensure they are complying with the Code.

FAIR ACCESS PROTOCOL (para 3.14 to 3.22)

- 4.3 All schools have a duty to participate in the Fair Access Protocol arrangements, and this includes providing a representative with delegated authority from the admission authority to make allocation decisions. The Fair Access Protocol has worked very effectively over a number of years in Tameside to place children who may find it difficult to secure a school place through the normal in year transfer process. There are no plans to change the process by which places are allocated under the Protocol and the draft Protocols to be agreed by schools are at Appendix 1 and 2.
- 4.4 Statutory categories of children, who can be placed under the Fair Access Protocol now encompasses wider categories of children, including:
- children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the FAP (information may be sought from the previous LA)
 - children living in a refuge or in other Relevant Accommodation at the point of being referred to the FAP
 - children from the criminal justice system
 - children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education
 - children with special educational needs (but without an education, health and care

plan), disabilities or medical conditions

f) children who are carers

g) children who are homeless

h) children in formal kinship care arrangements (as evidenced by either a child arrangements order not relating to either birth parent or a special guardianship order)

i) children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers

j) children who have been refused a school place on the grounds of their challenging behaviour and referred to the FAP in accordance with paragraph 3.10 of the Code

k) children for whom a place has not been sought due to exceptional circumstances (the local authority will decide whether a child qualifies to be placed via the FAP on this basis, based on the circumstances of the case)

l) children who have been out of education for 4 or more weeks where it can be demonstrated that there are no places available at any school within a *reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted. (*The reasonable distance will be the statutory walking distance between home and school that the Government thinks a child should be able to walk: three miles for pupils aged 8–16 years)

m) previously looked after children for whom the local authority has been unable to promptly secure a school place (In most cases, use of the FAP should be unnecessary for a previously looked after child. The LA is expected to secure a school place promptly for such children and for admission authorities to cooperate with this. The LA will consider use of their general powers of direction or will ask the Secretary of State to consider issuing a direction [as set out in paragraphs 3.26 to 3.29 of the Code] where a school place for a previously looked after child cannot be agreed with an admission authority promptly).

4.5 The new Code results in a greater number of categories of children who may eligible for support under Fair Access Protocol. There can no longer be locally agreed criteria as is currently the case.

4.6 The timescales for placement of children has also been tightened and allocation decisions must be made within 20 school days from the date on which the child was deemed to be eligible for support under the Fair Access Protocol;

4.7 Whilst the expectation remains that admission authorities will admit children under Fair Access Protocol arrangements, the Code continues to refer to the possibility of directions being issued to maintained schools by the Council or by the DfE for academies.

5 **IN YEAR ADMISSIONS (Para 2.23 to 2.31)**

5.1 There are several changes in the Code to clarify the decisions, responsibilities and procedures relating to in-year admissions. Local authorities are no longer required to coordinate in year admissions but Tameside will continue to offer a coordinated scheme to all maintained schools in the borough. All schools that are their own admission authority are now required to inform Tameside Council on an annual basis whether they intend to be part of the in year admissions scheme. All schools have been contacted to ask them to confirm their intentions for school year 2021-22. The Code also makes the following changes.

The right to apply for a school place

5.2 The 2021 Code clarifies that parents must not be told they cannot make an application for a particular school and can make an in-year application at any time. All applications must be processed and, if refused, parents must be given their statutory right of appeal. This applies to all children, even if they may fall within the Fair Access Protocol.

Published admission numbers

5.3 Paragraph 1.4 clarifies that a school's published admission number (PAN) only applies to the usual point of entry in a school – Reception (primary school), Year 3 (junior school) and Year

7 (secondary school). For other year groups, which are not the usual points of admission, it will be for the admission authority to determine whether there are available spaces or whether admissions beyond a particular number would cause prejudice to the provision of efficient education.

5.4 It may be the case that admission authorities determine that the PAN (from the point of admission) continues to be a relevant benchmark to determine whether a request for admission can be accepted or rejected, but there may be occasions where the admission authority feels it is necessary to set an operational capacity for a year group or groups, which is different to the PAN.

5.5 Own admission authority schools are required to record and evidence their admission decisions and, where a school/trust has opted in to the Council's coordinated in-year admissions, provide that decision to the Council so we can operate the service effectively for parents.

Opt in to the School Admissions Team coordinated in year admissions process

5.6 Tameside Council will continue to provide a coordinated in year admissions process for all maintained schools in the borough.

5.7 Each school/trust that is its own admission authority will need to decide whether to operate their own in-year admission processes or continue to work with us. Schools / trusts must inform the Council of their decision by 1 October 2021 and then on an annual basis by 1 August.

5.8 The Council will continue to work with the online portal so that schools/trusts have immediate access to applications and will work to provide parents with decisions within the statutory timescales, providing that we receive the relevant information from schools / trusts in a timely manner.

5.9 If schools/ trusts decide to operate their own in year admissions process, they must:

- Set out how parents can apply for a school place
- Provide an own application form and supplementary forms
- Provide information on their website on how they will deal with applications for in year admissions
- Set out when parents will be notified of the outcome of their application and set out details of their right of appeal
- Ensure there is an admissions committee that can make decisions on every application so that parents can be informed of the outcome within 10 school days if possible but 15 days maximum
- Clearly record decisions made by the admissions committee
- Provide information to the Council of place availability within two days of the request
- Offer a place to every child who has applied for one, without condition or the use of any oversubscription criteria, unless admitting the child would prejudice the efficient provision of education or use of resources
- Set out their reasons for refusal to parents where a place is refused
- Inform the local authority of every application they receive and its outcome within two school days of the decision being made
- Contact other local Councils if applications are from residents of other boroughs

Providing information to the Council on place availability

5.10 The Code requires own admission authorities to share information with the Council about the availability of places in their school(s) within **two school days of the request**. The Council will automate this process with the use of the B2B system which will allow the automatic transfer of information between our relevant databases. A data sharing agreement between the school and the Council is available, where necessary.

- 5.11 These changes will have an impact on all admission authorities, with a requirement for much tighter processes to be operated to ensure that there are no unreasonable delays in decision making on admissions and to enable children to be out of school for as short a time as possible. This is a significant amount of change but the School Admission Team operate within these parameters for the vast majority of the time. The Council is keen for all schools to continue to opt in to the coordinated in year admissions scheme so that our parents receive a smooth process rather than having to go from school to school to get their child or children into a school. The School Admissions Team are providing support to all schools in our area to enable them to make a decision by the deadline of 1 November 2021.

6 RECOMMENDATION

- 6.1 As set out at the front of the report.

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**TAMESIDE MBC
PRIMARY MAINTAINED SCHOOLS AND ACADEMIES
FAIR ACCESS PROTOCOL 2021 - 2022**

1. BACKGROUND

- 1.1 Departmental Advice July 2021 advises the purpose of a Fair Access Protocol is to ensure that – outside the normal admissions round – unplaced pupils, especially the most vulnerable, are found and offered a place quickly, so that the length of time any pupil is out of school is kept to the minimum.
- 1.2 The advice note states that every local authority must have a Fair Access Protocol (FAP), agreed with the majority of schools, in which all schools including Academies and Free Schools must participate since it is binding on all schools.
- 1.3 Schools should work together collaboratively, taking into account the needs of the pupil and those of the school. There is no duty to comply with parental preference when allocating places through the FAP but it is expected the views of the parents are taken into account.
- 1.4 The FAP will ensure that no school or academy, including those with available places, is asked to take a disproportionate number of children and young people who have been excluded from other schools or academies or who have challenging behaviour. The School's Fair Access weighted credit total (described in section 3) will determine what constitutes a "disproportionate number of pupils".

2. MAIN PRINCIPLES

- 2.1 The FAP will ensure that school places are allocated and offered in an open and fair way. The operation of the FAP is outside the arrangements of co-ordination and will only be used for unplaced children that meet the prescribed categories set out in paragraph 3.17 of the School Admissions Code September 2021 and detailed in section 3 of this document. It is not intended to cover the majority of pupils for whom in-year transfers are a straightforward procedure.
- 2.2 Admission Authorities must not refuse to admit a pupil thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child or young person is first to be assessed for special educational needs.
- 2.3 Every effort will be made to source relevant educational and professional evidence within a reasonable timescale from receipt of the application. Where there is professional evidence that mainstream education may not be suitable at the present time, the local authority will consult parents and other agencies and seek to provide appropriate provision or support.
- 2.4 Where a governing body does not wish to admit a pupil with challenging behaviour (see 2.5) outside the normal admission round, even though places are available, it must refer the pupil to the Fair Access officer for action under the provisions of paragraph 3.10 of the School Admissions Code 2021 stating the reasons for refusal. This will normally only be appropriate where a school has a particularly high proportion of pupils with challenging behaviour or previously excluded pupils 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.. This provision does not apply to a looked after child, a previously looked after child or a child with an education health and care plan naming the school in question, as these children must be admitted under separate procedures.
- 2.5 Behaviour can be described as challenging where it would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour or it is of such

severity, frequency, or duration that it is beyond the normal range that schools can tolerate. This behaviour is expected to significantly interfere with the pupil's / other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment. Further guidance is included in Appendix A.

- 2.6 A pupil with challenging behaviour may also be disabled as defined in the Equality Act 2010. When considering refusing admission on these grounds, admission authorities must consider their duties under that Act including when a pupil exhibits a tendency to physical abuse of other persons as a consequence of a disability.
- 2.7 Once it has been agreed that a pupil should attend a named school, that school must be accountable for that pupil. There is a collective responsibility to ensure the safeguarding of all young people and we must work together to protect them and act in their best interests.
- 2.8 The Local Authority (LA) will have the responsibility for identifying a pupil as being 'Fair Access' based upon evidence on the application form and where relevant from the transferring school and other appropriate professionals.

3. REFERRAL TO THE FAIR ACCESS PROTOCOL (FAP)

- 3.1 Referral to the FAP should be seen as the last resort to secure a school place for a child. Where possible, children should be placed in school through the usual in-year admissions process in the first instance.
- 3.2 Where an admission authority refuses an in-year application and it considers that the pupil may fall into a fair access category, the admission authority should notify the local authority of this within 5 school days stating the reasons for referral. A Referral Form is included in Appendix A. Where the LA subsequently decides that a child is to be placed via the FAP, parents will be notified and a school place must be allocated to that child within 20 school days.
- 3.3 The FAP will only be used to place the following groups of pupils who are having difficulty in securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admission procedures:
 - a) children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the FAP (information may be sought from the previous LA)
 - b) children living in a refuge or in other Relevant Accommodation at the point of being referred to the FAP
 - c) children from the criminal justice system
 - d) children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education
 - e) children with special educational needs (but without an education, health and care plan), disabilities or medical conditions
 - f) children who are carers
 - g) children who are homeless
 - h) children in formal kinship care arrangements (as evidenced by either a child arrangements order not relating to either birth parent or a special guardianship order)
 - i) children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers
 - j) children who have been refused a school place on the grounds of their challenging behaviour and referred to the FAP in accordance with paragraph 3.10 of the Code
 - k) children for whom a place has not been sought due to exceptional circumstances (the local authority will decide whether a child qualifies to be placed via the FAP on this basis, based on the circumstances of the case)

- l) children who have been out of education for 4 or more weeks where it can be demonstrated that there are no places available at any school within a *reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted. (*The reasonable distance will be the statutory walking distance between home and school that the Government thinks a child should be able to walk: two miles for children under eight years of age. Three miles for pupils aged 8–16 years.)
- m) previously looked after children for whom the local authority has been unable to promptly secure a school place (In most cases, use of the FAP should be unnecessary for a previously looked after child. The LA is expected to secure a school place promptly for such children and for admission authorities to cooperate with this. The LA will consider use of their general powers of direction or will ask the Secretary of State to consider issuing a direction [as set out in paragraphs 3.26 to 3.29 of the Code] where a school place for a previously looked after child cannot be agreed with an admission authority promptly).

4. REFERRAL TO THE FAIR ACCESS PROTOCOL

- 4.1 Once an application is identified as one which meets the Fair Access criteria the Fair Access Officer will nominate two further possible schools for consideration taking the following factors into account:
 - the circumstances of the pupil,
 - their location,
 - year group
 - class numbers
 - school fair access credits
 - fair access reason
 - parental preference
 - previous fair access pupils
 - other relevant information provided with the application
- 4.2 The parent is informed that their application is being sent to the two newly nominated schools for consideration under the FAP. The parent is notified of the 20 school days target.
- 4.3 The two nominated schools will be asked if they can offer a place or provide reasons within 5 school days if they are unable to offer. If both schools can offer a place, the Fair Access Officer will allocate the nearest school to the pupil's home address. The responses from the nominated schools will be considered alongside the original school's refusal at the In Year Fair Access Panel (IFAP).

5. IN-YEAR FAIR ACCESS PANEL (IFAP)

- 5.1 The IFAP will consider the original refusal and the two nominated school refusals. The panel will allocate one of the three schools.
- 5.2 IFAP – The panel will consist of three Head Teachers. The Fair Access Officer will invite Head Teachers to attend the panel on a rota basis. The panel will decide if the allocation should be awarded to the original school in light of the objection raised or if one of the alternative schools should be identified instead. The IFAP will be conducted virtually using Teams and Emails or if necessary face to face.
- 5.3 There will be regular panel meetings (at least once a month and more often if needed to comply with statutory timescales) to ensure pupils are placed in a timely fashion. The process is summarised as follows:
 - School refuses a place and refers application to Fair Access protocol

- Parent is informed and the 20 day target is set
- FA Officer nominates 2 additional schools and seeks an offer from one of them
- If no offer is received, the 3 school refusals are considered at an IFAP meeting
- The IFAP allocates one of the 3 schools
- Pupil is admitted to the relevant school and FA Officer awards a credit to the school

5.4 The allocated school will be expected to admit the pupil. Pupils should be put on role in a timely fashion and within 15 school days of the offer letter being sent out. The school will inform the Fair Access Officer of the start date of the pupil.

5.5 In all cases the Fair Access Officer informs the parents of the school allocations and if relevant their statutory right of appeal to an independent appeal panel. The Fair Access officer will also update the Fair Access records to ensure there is equity of placement.

5.6 **Fair Access Credits** - Schools are awarded one fair access credit for each pupil allocated under the protocol. The number of credits a school has accrued during the current and previous 2 terms will be taken into account when pupils are allocated to schools. Fair Access credits will be awarded once a start date has been confirmed by the school and has notified the Fair Access Officer of the date. Should a pupil not be subsequently admitted onto an allocated school role the credit will be removed.

6. PUPILS FROM THE PUPIL REFERRAL SERVICE (TPRS)

6.1 TPRS will approach the preferred school direct. The Head Teacher will discuss the suitability of the placement with the TPRS.

6.2 Once a placement is agreed the TPRS will work directly with the placement school to prepare the pupil for the return to mainstream. This preparation may include:

- school representative invited to the TPRS to meet the parent and pupil
- regular progress emails shared with the school
- pupil is visited at the PRS by their school form tutor
- pupil attends 'taster' lessons at the allocated school

6.3 School Reviews – At the agreed time the pupil is admitted into the mainstream school on a full or part-time basis as appropriate. The School informs the FA Officer and a credit is awarded to the school. The pupil is dual registered with the SCHOOL as the MAIN and the TPRS as the SUBSIDIARY and will remain dual registered for a maximum of 12 weeks. School review meetings will be held at 4, 8 and 12 weeks. The review meetings will focus on the success criteria as set out in the placement documentation, but may also include any points of agreed action from the interim reviews. Following a successful 12 week school review meeting the TPRS will take the pupil off their role and the pupil will become single registered at the school.

6.4 If at the 12 week school review it is agreed by the Head Teacher and the TPRS that the pupil has not met the success criteria in the dual registration agreement, or any agreed actions from the interim reviews; the placement will be ended. The pupil is removed from the school's role and is single registered at TPRS. A new placement request will be required for any future reintegration placements.

6.5 Should the TPRS encounter problems securing a school placement at a preferred school, a second school should be approached. If the second school refuses a place the TPRS can bring the matter to the IFAP meeting for resolution. The TPRS will allow sufficient time for the schools to consider the requests before referring the matter to the FA Officer. The FA Officer will invite the objecting schools to forward their reasons for refusal to the IFAP. The IFAP will allocate one of the objecting schools.

7. ENSURING SUCCESS

- 7.1 In order for the scheme to be successful, schools must adhere to the following points:
- 7.2 **Class Numbers** – all schools should ensure the LA has up to date class numbers. These should be communicated the School Admissions through monthly migration reports and within 2 days on request.
- 7.3 **Appeals** - Fair access pupils will be given priority for admission over any others awaiting an appeal for admission and schools must not insist on an appeal hearing before admitting a pupil under this protocol.
- 7.4 **Religion / Faith** - Wherever possible pupils with a religious affiliation will be matched to a suitable school, but this will not override the Protocol.
- 7.5 **Siblings** - In order to ensure regular school attendance and punctuality, it may be necessary for siblings of pupils placed under the protocol to be allocated a place in the same school under the fair access process, even if there are no places in the relevant year group.
- 7.6 **Looked After Children/Cared For Children (LAC/CFC)** - Admission authorities are required to give highest priority in their admission arrangements to children in care, and Local Authorities may direct other admission authorities for any maintained school to admit a child in their care. Looked after children are not allocated school places under the protocol and are not eligible for FA credits.
- 7.7 **Special Educational Needs (SEN)** - Children with an Education Health and Care Plan are not covered by the protocol and are placed according to the SEN Code of Practice.
- 7.8 **Returning From Elective Home Education due to COVID-19** - During the COVID-19 outbreak, some parents of children who are clinically extremely vulnerable (at very high risk of serious illness from coronavirus) decided to electively home educate their child. Where a parent decides they want their child to return to school and subsequently apply for a school place, applications should be processed in accordance with the local in-year admissions process. Most children should secure a school place this way. For those experiencing difficulties, Local Authorities should be aware that those children with medical conditions qualify to be allocated a school place via the FAP under category (e) above. Other children in this situation may also qualify to be placed via the FAP under category (l) above.

8. LOCAL AUTHORITY INSTRUCTION

- 8.1 If a Fair Access Panel does not make an offer of a school place, the Local Authority will 'instruct' a school or academy to admit the young person taking into consideration the number of young people already accepted by each school under the Protocol and the accessibility of the school or academy for the young person. Consideration can also be given to any other personal circumstances of the young person. The allocated school or academy may not always be within the area within which the young person lives.
- 8.2 If a school or academy refuses to adhere to an instruction from the Local Authority, they must put their reasons in writing within 5 school days. The Local Authority will then decide whether or not to issue a direction (community schools) or refer the matter to the Education Funding Agency acting on behalf of the Secretary of State (all other schools and academies) using the processes outlined in the School Admissions Code 2014.

9. MONITORING AND EVALUATION

- 9.1 Implementation of the Protocol will be monitored by the Tameside School Admissions Team. The Protocol will be reviewed in the summer term of each academic year so that any amendments can be agreed and implemented from the start of the following academic year.

FAIR ACCESS REFERRAL FORM

Use this form to give your reasons for referring a pupil to the Fair Access Protocol. Referral to the FAP should be a last resort and all schools have a collective responsibility of helping the most vulnerable by admitting their fair share of FA pupils. This includes supporting children who have been permanently excluded and those who display challenging behaviour.

Return the form to School Admissions within **5 school days** from receipt of the application in order to comply with statutory timescales: schooladmissions@tameside.gov.uk

School Name		
Pupil Name		Year Group
Please state the Fair Access category you consider this application to meet (see list overleaf):		
<p>If this referral is because you have good reason to believe that the pupil may display challenging behaviour you may only make this referral to the FAP if:</p> <ul style="list-style-type: none"> ➤ your school has a particularly high proportion of pupils with challenging behaviour or previously excluded pupils on roll in comparison to other schools; and ➤ you believe that admitting another child with challenging behaviour would prejudice the provision of efficient education or the efficient use of resource <p>Please note that DfE Guidance advises that behaviour can be described as challenging where it would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour or it is of such severity, frequency or duration that it is beyond the normal range that schools can tolerate.</p> <p>We would expect this behaviour to significantly interfere with the pupil's or other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment. The following reasons on their own should not be grounds for considering that a child may display challenging behaviour:</p> <ul style="list-style-type: none"> • poor attendance elsewhere; • a defined number of suspensions, without consideration of the grounds on which they were made; • special educational needs; or • having a disability. 		

Fair Access Criteria:

- a) children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the FAP (information may be sought from the previous LA)
- b) children living in a refuge or in other Relevant Accommodation at the point of being referred to the FAP
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- d) children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education
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- j) children who have been refused a school place on the grounds of their challenging behaviour and referred to the FAP in accordance with paragraph 3.10 of the Code
- k) children for whom a place has not been sought due to exceptional circumstances (the local authority will decide whether a child qualifies to be placed via the FAP on this basis, based on the circumstances of the case)
- l) children who have been out of education for 4 or more weeks where it can be demonstrated that there are no places available at any school within a *reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted. (*The reasonable distance will be the statutory walking distance between home and school that the Government thinks a child should be able to walk: two miles for children under eight years of age. Three miles for pupils aged 8–16 years.)
- m) previously looked after children for whom the local authority has been unable to promptly secure a school place (In most cases, use of the FAP should be unnecessary for a previously looked after child. The LA is expected to secure a school place promptly for such children and for admission authorities to cooperate with this. The LA will consider use of their general powers of direction or will ask the Secretary of State to consider issuing a direction [as set out in paragraphs 3.26 to 3.29 of the Code] where a school place for a previously looked after child cannot be agreed with an admission authority promptly).

Referral to the Fair Access Protocol:

Explain your reasons below for refusing a place to this pupil. (If applicable, please also include information to support your grounds for a referral under the “Challenging Behaviour” clause).

**TAMESIDE MBC
SECONDARY MAINTAINED SCHOOLS AND ACADEMIES
FAIR ACCESS PROTOCOL 2021 - 2022**

1. BACKGROUND

- 1.1 Departmental Advice July 2021 advises the purpose of a Fair Access Protocol is to ensure that – outside the normal admissions round – unplaced pupils, especially the most vulnerable, are found and offered a place quickly, so that the length of time any pupil is out of school is kept to the minimum.
- 1.2 The advice note states that every local authority must have a Fair Access Protocol (FAP), agreed with the majority of schools, in which all schools including Academies and Free Schools must participate since it is binding on all schools.
- 1.3 Schools should work together collaboratively, taking into account the needs of the pupil and those of the school. There is no duty to comply with parental preference when allocating places through the FAP but it is expected the views of the parents are taken into account.
- 1.4 The FAP will ensure that no school or academy, including those with available places, is asked to take a disproportionate number of children and young people who have been excluded from other schools or academies or who have challenging behaviour. The School's Fair Access weighted credit total (described in section 3) will determine what constitutes a "disproportionate number of pupils".

2. MAIN PRINCIPLES

- 2.1 The FAP will ensure that school places are allocated and offered in an open and fair way. The operation of the FAP is outside the arrangements of co-ordination and will only be used for unplaced children that meet the prescribed categories set out in paragraph 3.17 of the School Admissions Code September 2021 and detailed in section 3 of this document. It is not intended to cover the majority of pupils for whom in-year transfers are a straightforward procedure.
- 2.2 Admission Authorities must not refuse to admit a pupil thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child or young person is first to be assessed for special educational needs.
- 2.3 Every effort will be made to source relevant educational and professional evidence within a reasonable timescale from receipt of the application. Where there is professional evidence that mainstream education may not be suitable at the present time, the local authority will consult parents and other agencies and seek to provide appropriate provision or support.
- 2.4 Where a governing body does not wish to admit a pupil with challenging behaviour (see 2.5) outside the normal admission round, even though places are available, it must refer the pupil to the Fair Access officer for action under the provisions of paragraph 3.10 of the School Admissions Code 2021 stating the reasons for refusal. This will normally only be appropriate where a school has a particularly high proportion of pupils with challenging behaviour or previously excluded pupils 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. This provision does not apply to a looked after child, a previously looked after child or a child with an education health and care plan naming the school in question, as these children must be admitted under separate procedures.
- 2.5 Behaviour can be described as challenging where it would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour or it is of such

severity, frequency, or duration that it is beyond the normal range that schools can tolerate. This behaviour is expected to significantly interfere with the pupil's / other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment. Further guidance is included in the Referral Form at Appendix A.

- 2.6 A pupil with challenging behaviour may also be disabled as defined in the Equality Act 2010. When considering refusing admission on these grounds, admission authorities must consider their duties under that Act including when a pupil exhibits a tendency to physical abuse of other persons as a consequence of a disability.
- 2.7 Once it has been agreed that a pupil should attend a named school, that school must be accountable for that pupil. There is a collective responsibility to ensure the safeguarding of all young people and we must work together to protect them and act in their best interests.
- 2.8 The Local Authority (LA) will have the responsibility for identifying a pupil as being 'Fair Access' based upon evidence on the application form and where relevant from the transferring school and other appropriate professionals.

3. REFERRAL TO THE FAIR ACCESS PROTOCOL (FAP)

- 3.1 Referral to the FAP should be seen as the last resort to secure a school place for a child. Where possible, children should be placed in school through the usual in-year admissions process in the first instance.
- 3.2 Where an admission authority refuses an in-year application and it considers that the pupil may fall into a fair access category, the admission authority should notify the local authority of this **within 5 school days stating the reasons for referral**. A referral Form is included at Appendix A for this purpose. Where the LA subsequently decides that a child is to be placed via the FAP, parents will be notified and a school place must be allocated to that child **within 20 school days**.
- 3.3 The FAP will only be used to place the following groups of pupils who are having difficulty in securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admission procedures:
 - a) children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the FAP (information may be sought from the previous LA)
 - b) children living in a refuge or in other Relevant Accommodation at the point of being referred to the FAP
 - c) children from the criminal justice system
 - d) children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education
 - e) children with special educational needs (but without an education, health and care plan), disabilities or medical conditions
 - f) children who are carers
 - g) children who are homeless
 - h) children in formal kinship care arrangements (as evidenced by either a child arrangements order not relating to either birth parent or a special guardianship order)
 - i) children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers
 - j) children who have been refused a school place on the grounds of their challenging behaviour and referred to the FAP in accordance with paragraph 3.10 of the Code
 - k) children for whom a place has not been sought due to exceptional circumstances (the local authority will decide whether a child qualifies to be placed via the FAP on this basis, based on the circumstances of the case)

- l) children who have been out of education for 4 or more weeks where it can be demonstrated that there are no places available at any school within a *reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted. (*The reasonable distance will be the statutory walking distance between home and school that the Government thinks a child should be able to walk: three miles for pupils aged 8–16 years)
- m) previously looked after children for whom the local authority has been unable to promptly secure a school place (In most cases, use of the FAP should be unnecessary for a previously looked after child. The LA is expected to secure a school place promptly for such children and for admission authorities to cooperate with this. The LA will consider use of their general powers of direction or will ask the Secretary of State to consider issuing a direction [as set out in paragraphs 3.26 to 3.29 of the Code] where a school place for a previously looked after child cannot be agreed with an admission authority promptly).

- 3.4 The In-Year Fair Access Panel (IFAP) will take place each month. All Head Teachers will be expected to attend. The IFAP will be chaired by a Head Teacher and the meeting facilitated by the Fair Access Officer.
- 3.5 All schools must authorise a representative to participate fully in discussion and decision-making on placing children referred to the IFAP and admit their fair share of children when asked to do so in accordance with the FAP.
- 3.6 Those schools referring applications to the IFAP will attend and present their reasons for the referral. The panel will consider the application and subsequently allocate a school. The IFAP will remain sovereign for all decisions made. Non-attendance at the panel shall not be cited as a reason to subsequently refuse a place to an allocated pupil. It is expected that all pupils under consideration at the IFAP will be allocated a school place. The FAP is designed to ensure the timely placement of vulnerable pupils, therefore requests for further information should only be made in accordance with statutory timescales.
- 3.7 Once a school place has been allocated, the Fair Access Officer will notify parents and arrangements should be made for the pupil to start at the school as soon as possible to avoid any gaps in their education. The school and/or the local authority should also make any necessary arrangements that may be required to ensure any needs of the pupil are met, and that they have a successful start at the school. The school will inform the Fair Access Officer of the start date of the pupil and a fair access credit will be awarded.
- 3.8 In all cases the Fair Access Officer informs the parents of the school allocations and if relevant their statutory right of appeal to an independent appeal panel. The Fair Access officer will also update the Fair Access records to ensure there is equity of placement.
- 3.9 **Fair Access Credits** - Schools are awarded one fair access credit for each pupil allocated under the protocol. The number of credits a school has accrued during the current and previous 2 terms will be taken into account when pupils are allocated to schools. Fair Access credits will remain pending until a start date is confirmed to the Fair Access Officer. If a pupil is not subsequently admitted into an allocated school, the credit is removed.

4. REINTEGRATION OF PUPILS FROM THE PUPIL REFERRAL SERVICE

- 4.1 When a student demonstrates readiness to return to mainstream school TPRS will discuss suitable schools with the student and the parents and will offer preference advice. The decision regarding preferred schools will have regard to parental preference, previous FA pupil allocations, school FA weightings, geography, transport, and known associations that may hinder the pupil's success at particular schools.

- 4.2 TPRS will contact the preferred school direct with the information about the student. The Head Teacher will discuss the suitability of the placement with the TPRS within 2 days from receipt of the information*. If the Head Teacher believes the placement is not suitable but the TPRS and family still want the placement, the placement is discussed at the next available IFAP. Valid reasons for objection to a TPRS placement are limited. In the meantime, TPRS may approach the second preference school. Students for whom the excluding school recommends an immediate return to another mainstream school will be placed without delay. Receiving schools will not challenge the excluding school's recommendation.
- *The student will start at their new school within 2 weeks of the placement being agreed.
- 4.3 Once a placement is agreed the pupil will be dual registered with TPRS as the MAIN school and the placement school as the SUBSIDIARY.
- 4.4 A meeting for the student and family must be arranged within 5 days of the agreement. This meeting will follow the reintegration script guidelines (see appendix B) and will determine:
- Agreed Start Date
 - Flexible timetable details
 - Examination arrangements
 - In-school support package i.e. identified staff member etc.
 - Details of learning needs / SEND information /useful strategies for support
 - Medical information sharing
 - Details of other agencies currently working with the family
- 4.5 **School Reviews** – School review meetings will be held at 4, 8 and 12 weeks. At each review meeting representatives from the school, the student, their family and TPRS will attend. The mainstream school will arrange this meeting.
- 4.6 Following a successful 12-week school review meeting, TPRS will take Key Stage 3 students off roll and the student will become single registered at the mainstream school. **Key Stage 4 pupils (i.e. Y10 & Y11) remain dual registered until the end of Year 11.** For KS4 students who remain dual registered with TPRS, attendance will continue to be monitored by both the mainstream school and TPRS. TPRS will gather attendance data half-termly along with details of any action taken for poor attendance. This information must be freely available to TPRS.
- 4.7 If at the 12 week school review meeting it is agreed that the pupil is not progressing as desired (e.g. the pupil has displayed behaviour which would warrant a fixed term exclusion in accordance with the school's own behaviour policy) the 12 week dual registration can be extended by agreement.
- 4.8 Reintegration students must be treated the same as a regular supported in year transfer. Breaches of the school behaviour code incur the same sanctions as other students and are not reason for placement breakdown. For example, poor attendance and uniform transgressions are not reasons for placement breakdown. TPRS student supported re-integrations are NOT Managed Moves.
- 4.9 **Reintegration Failure** – During the dual registration period, should the pupil's behaviour give significant cause for concern, (i.e. the pupil has done something which would warrant a permanent exclusion in accordance with the school's own behaviour policy) the placement will be terminated by agreement.
- 4.10 The decision to terminate a reintegration placement will be made by the Headteacher of the mainstream school in consultation with TPRS Executive Headteacher, after sharing of all the relevant information with TPRS reintegration officer. This information will subsequently be shared with parents.

- 4.11 The Mainstream School will complete and forward the Pupil Passport to TPRS within 5 days of the decision to terminate the placement. The TPRS pupil reintegration process is summarised as follows:
- A placement request is sent to the school
 - Head teacher and TPRS discuss suitability of the proposed placement within 2 days
 - Student is Dual Registered with the TPRS as the MAIN and the SCHOOL as the SUBSIDIARY, unless Head Teacher objects and the placement is discussed at the IYFAP
 - KS3 student attends successfully for up to 12 weeks (dual reg) then becomes single registered at the school. KS4 students remain dual registered with TPRS
- 4.12 Should the TPRS encounter problems securing a school placement for individuals; the placement request is brought to the IYFAP for resolution.
- 4.13 Cared for Children and EHCP Students transferring to mainstream schools from TPRS do not count as TPRS re-integrations.

5. ENSURING SUCCESS

- 5.1 In order for the scheme to be successful, all participants must adhere to the following points:
- 5.2 **Appeals** - Fair access pupils will be given priority for admission over any others awaiting an appeal for admission and schools must not insist on an appeal hearing before admitting a pupil under this protocol. Schools should be aware that where they refuse a child a school place and subsequently refer them to the FAP, they may later be required to admit that child if an appeal is upheld. This would still be the case when an alternative school place is offered to the child via the FAP. In all circumstances, the decision of an appeal panel is binding and must be complied with.
- 5.3 **Religion/Faith** - Wherever possible pupils with a religious affiliation will be matched to a suitable school, but this will not override the Protocol.
- 5.4 **Looked After Children (Cared For Children)** - Admission authorities are required to give highest priority in their admission arrangements to children in care, and Local Authorities may direct other admission authorities for any maintained school to admit a child in their care. Cared for children are not allocated school places under the protocol and will not be eligible for FA credits.
- 5.5 **Special Educational Needs (Sen)** - Children with an Education, Health and Care Plan are not covered by the protocol and are placed according to the SEN Code of Practice.
- 5.6 **Year Group Numbers** - All Schools must ensure the Fair Access Officer receives regular updates confirming the number of pupils on roll in each year group and within 2 days on request.
- 5.7 **Returning From Elective Home Education due to COVID-19** - During the COVID-19 outbreak, some parents of children who are clinically extremely vulnerable (at very high risk of serious illness from coronavirus) decided to electively home educate their child. Where a parent decides they want their child to return to school and subsequently apply for a school place, applications should be processed in accordance with the local in-year admissions process. Most children should secure a school place this way. For those experiencing difficulties, local authorities should be aware that those children with medical conditions qualify to be allocated a school place via the FAP under category (e) above. Other children in this situation may also qualify to be placed via the FAP under category (l) above.

6. LOCAL AUTHORITY INSTRUCTION

- 6.1 If the In Year Fair Access Panel does not make an allocation of a school place the Local Authority will 'instruct' a school or academy to admit the young person taking into consideration the number of young people already accepted by each school under the Protocol and the accessibility of the school or academy for the young person. Consideration can also be given to any other personal circumstances of the young person. The allocated school or academy may not always be within the area within which the young person lives.
- 6.2 If a school or academy refuses to adhere to an instruction from the Local Authority they must put their reasons in writing within 5 school days. The Local Authority will then decide whether or not to issue a direction (community schools) or refer the matter to the Education Funding Agency acting on behalf of the Secretary of State (all other schools and academies) using the processes outlined in the School Admissions Code 2021.

7. MONITORING AND EVALUATION

- 7.1 Implementation of the Protocol will be monitored by the Tameside School Admissions Team. The Protocol will be reviewed in the summer term of each academic year so that any amendments can be agreed and implemented from the start of the following academic year.

APPENDIX A

FAIR ACCESS REFERRAL FORM

Use this form to give your reasons for referring a pupil to the Fair Access Protocol. Referral to the FAP should be a last resort and all schools have a collective responsibility of helping the most vulnerable by admitting their fair share of FA pupils. This includes supporting children who have been permanently excluded and those who display challenging behaviour.

Return the form to School Admissions within **5 school days** from receipt of the application in order to comply with statutory timescales: schooladmissions@tameside.gov.uk

School Name		
Pupil Name		Year Group
Please state the Fair Access category you consider this application to meet (see list overleaf):		
<p>If this referral is because you have good reason to believe that the pupil may display challenging behaviour you may only make this referral to the FAP if:</p> <ul style="list-style-type: none">➤ your school has a particularly high proportion of pupils with challenging behaviour or previously excluded pupils on roll in comparison to other schools; and➤ you believe that admitting another child with challenging behaviour would prejudice the provision of efficient education or the efficient use of resource <p>Please note that DfE Guidance advises that behaviour can be described as challenging where it would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour or it is of such severity, frequency or duration that it is beyond the normal range that schools can tolerate.</p> <p>We would expect this behaviour to significantly interfere with the pupil's or other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment. The following reasons on their own should not be grounds for considering that a child may display challenging behaviour:</p> <ul style="list-style-type: none">• poor attendance elsewhere;• a defined number of suspensions, without consideration of the grounds on which they were made;• special educational needs; or• having a disability.		

Fair Access Criteria:

- a) children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the FAP (information may be sought from the previous LA)
- b) children living in a refuge or in other Relevant Accommodation at the point of being referred to the FAP
- c) children from the criminal justice system
- d) children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education
- e) children with special educational needs (but without an education, health and care plan), disabilities or medical conditions
- f) children who are carers
- g) children who are homeless
- h) children in formal kinship care arrangements (as evidenced by either a child arrangements order not relating to either birth parent or a special guardianship order)
- i) children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers
- j) children who have been refused a school place on the grounds of their challenging behaviour and referred to the FAP in accordance with paragraph 3.10 of the Code
- k) children for whom a place has not been sought due to exceptional circumstances (the local authority will decide whether a child qualifies to be placed via the FAP on this basis, based on the circumstances of the case)
- l) children who have been out of education for 4 or more weeks where it can be demonstrated that there are no places available at any school within a *reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted. (*The reasonable distance will be the statutory walking distance between home and school that the Government thinks a child should be able to walk: two miles for children under eight years of age. Three miles for pupils aged 8–16 years.)
- m) previously looked after children for whom the local authority has been unable to promptly secure a school place (In most cases, use of the FAP should be unnecessary for a previously looked after child. The LA is expected to secure a school place promptly for such children and for admission authorities to cooperate with this. The LA will consider use of their general powers of direction or will ask the Secretary of State to consider issuing a direction [as set out in paragraphs 3.26 to 3.29 of the Code] where a school place for a previously looked after child cannot be agreed with an admission authority promptly).

Referral to the Fair Access Protocol:

Explain your reasons below for refusing a place to this pupil. (If applicable, please also include information to support your grounds for a referral under the “Challenging Behaviour” clause).



Mainstream Reintegration Script

July 2021



Context

Returning to mainstream is a traumatic process for young people. They are most likely hiding feelings of rejection and a lack of self-worth. It is our duty as professionals to return students to mainstream education and we must try to make this very unusual situation as stress-free and supportive as possible whilst also highlighting high expectations and standards.

The Reintegration Discussion

We ask that the reintegration discussion meeting takes place in the following way and adopts the following processes.

- The meeting should be positive and welcoming.
- Please avoid using closed questions.
- Students are very nervous and completely out of their comfort zone, when asking them questions please offer supportive lifelines – prompt them if they seem to be struggling to answer/ rephrase the question.
- Try to encourage a discussion situation as opposed to an interview.
- Please make the student feel as though they are being welcomed into the school.
- Please avoid phrases such as ‘if you pass your 12 weeks’ or ‘if we accept you’. (Please note **this is not a Managed Move**, it is a supported reintegration and is not something students can pass or fail).
- Please don't tell the students or TPRS staff that ‘they are not ready’.

Suggested format for the Reintegration Discussion:

1. Make Introductions
2. Discuss:
 - What the student is interested in, what they do in their spare time, family pets etc - ice breaker
 - Why they feel ready to return to mainstream school
 - What they have learned about themselves and how they have modified any poor behaviour
 - Any reference to the reasons for the PEx (if helpful) as in the past – history
 - Why this mainstream school? (chance for the student to say what they know about the school, how they will travel there, who they know, teams/band they want to join etc)
 - Options - KS4 or end of Y9
 - Tour of the building
 - Expectations - uniform, behaviour code
 - Decide on timetable, start date, part time or full time
 - Uniform - when to purchase
 - Identify key staff and a buddy
 - Set dates for the 4, 8 and 12 week reviews

Agenda Item 7

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	19 October 2021
Reporting Officer:	Catherine Moseley – Head of Access Services
Subject:	CHILDREN WITH MEDICAL NEEDS PROTOCOL
Report Summary:	<p>Tameside MBC is committed to providing a good education to all pupils including those who are unable to attend school for medical reasons. The report outlines how the medical policy ensures that the local authority works alongside schools, health professionals and parents to provide an alternative provision, which will meet a pupil's individual needs, including social and emotional needs and enable them to thrive and prosper in the education system. The Children with Medical Needs Protocol was originally launched to schools in December 2018. The following report outlines the updates to the medical protocol for pupils too ill to attend school and the improvements made to the process to support pupils.</p>
Recommendations:	It is recommended that the board notes the content of the report
Corporate Plan:	The protocol described in this report will support the delivery of the Community Strategy, through the delivery of sufficient and suitable places and education.
Policy Implications:	The changes outlined in this report ensure that the revised protocol ensures the Council, schools and their partners are continuing to support pupils with medical needs to have full access to an education suitable to meet their needs.
Financial Implications:	There are no direct financial implications as a result of this report.
(Authorised by the statutory Section 151 Officer & Chief Finance Officer)	Costs of provision for hospital school education is met from the High Needs Block of the Dedicated Schools Grant.
Legal Implications: (Authorised by the Borough Solicitor)	The Council, together with schools, have a statutory duty to ensure that pupils with medical needs are able to access suitable education to meet their needs. This duty is set out in detail in section 2 of this report.
Risk Management:	The Council and schools have a statutory duty to support pupils with medical needs to access an education that is suitable to meet their needs. The Protocol ensures that the Council and schools are able to meet that statutory duty. The risk of not delivering this is to fail to meet statutory obligations leading to reputational damage and financial penalty.
Access to Information:	<p style="text-align: center;">NON-CONFIDENTIAL</p> <p>This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.</p>

**Background
Information:**

The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services



Telephone: 0161 342 3302



e-mail: catherine.moseley@tameside.gov.uk

1 INTRODUCTION

- 1.1 Tameside MBC is committed to providing a good education to all pupils regardless of circumstances or settings. Where a pupil is unable to attend school for medical reasons the local authority will work alongside schools, health professionals and parents to provide an alternative provision, which will meet a pupil's individual needs, including social and emotional needs and enable them to thrive and prosper in the education system. Wherever possible the local authority will look at education provision being provided by school to ensure continuity for pupils. However, it is recognised that in some circumstances that is not possible and provision for such cases will be considered by a case management panel on an individual basis. The Children with Medical Needs Protocol was originally launched to schools in December 2018. The purposes of the report is to ask the board to consider the revised key updates in section 5 of this report.

2 ROLES AND RESPONSIBILITIES

Tameside Council

- 2.1 The statutory guidance is clear that there will be a wide range of circumstances where a child has a health need but may receive suitable education that meets their needs without the intervention of the local authority. For example, where the child can still attend school with some support or where the school has made arrangements to deliver suitable education outside of school for the child.

Tameside Schools

- 2.2 Schools (including maintained schools, maintained nursery schools, academies, and alternative provision academies) are required by law to make arrangements to support pupils at their school with medical conditions.
- 2.3 This duty is detailed in Section 100 of the [Children and Families Act 2014](#) and statutory guidance entitled [Supporting pupils at school with medical conditions](#) has been produced by the Department for Education to assist schools in understanding and complying with this legislation. Governors, proprietors and management committees should make themselves familiar with this guidance.
- 2.4 Independent schools are not obliged to follow the statutory guidance contained within [Supporting pupils at school with medical conditions](#). However, the non-statutory advice within this document is intended to assist and guide these schools in promoting the wellbeing and academic attainment of children with medical conditions.

Health Professionals

- 2.5 Every school has access to school nursing services. They are responsible for notifying the school when a child has been identified as having a medical condition, which will require support in school. Wherever possible, they should do this before the child starts at the school.
- 2.6 They would not usually have an extensive role in ensuring that schools are taking appropriate steps to support children with medical conditions, but may support staff on implementing a child's individual healthcare plan and provide advice and liaison, for example on training to meet health needs.
- 2.7 School nurses can liaise with lead clinicians locally on appropriate support for the child and associated staff training needs – for example, there are good models of local specialist nursing teams offering training to local school staff, hosted by a local school. Community nursing teams will also be a valuable potential resource for a school seeking advice and support in relation to children with a medical condition.

3 KEY POINTS OF THE CHILDREN WITH MEDICAL NEEDS PROTOCOL

- 3.1 Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- 3.2 Schools need to make 'reasonable adjustments' to accommodate pupils with medical needs.
- 3.3 Governing bodies, trusts and management committees must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- 3.4 Governing bodies, trusts and management committees should ensure that school leaders consult health and social care professionals, pupils and parents/carers to ensure that the needs of children with medical conditions are effectively supported.
- 3.5 There should be clear communication with parents as to how the needs of their child will be met.

4 KEY UPDATES TO THE REVISED PROTOCOL

- 4.1 The protocol was revised to ensure the Council, schools and their partners were continuing to support pupils with medical needs to have full access to an education. Colleagues worked with a group of Headteachers on the revision.
- 4.2 The section on guidance on school policies has been updated to reflect excerpts from the guidance from the DfE document 'Supporting pupils at school with medical conditions - statutory guidance policy for school and academies trusts'. Governing bodies must ensure that arrangements are in place in schools to support pupils with medical conditions.
- 4.3 There is updated advice on schools' responsibility when working with pregnant students to better reflect responsibilities relating to childcare arrangements has been enhanced. This should form part of the education planning process when a student is returning to school. It is an expectation that pupils who are pregnant will continue to be educated at school whilst it is reasonably practical, and it is in the best interest of the pupil.
- 4.4 The Protocol includes a revised process for the operation of the case management panel. There is revised membership of the panel to include pupil support services and a robust process for the case management pathway to escalate cases with clearer expectations of outcomes for children and young people.
- 4.5 There is an addition of Annex C, which is a model parental agreement for schools to administer medicine in school.

5 CONCLUSION

- 5.1 The protocol has been updated with a few key updates to ensure that all involved in supporting children with medical conditions to access education are aware of their roles and responsibilities. There is a clearer and enhanced case management pathway, a model parental agreement for school to administer medicine and the guidance around pregnant school students has been clarified to ensure childcare arrangements are part of the care plan for returning to school.

6 RECOMMENDATION

- 6.1 As set out at the front of the report.



DRAFT Local Authority Protocol

Supporting Pupils at School with Medical Conditions



This protocol is to be read in conjunction with the following statutory guidance and legislation:

[Alternative Provision:](#) Statutory guidance for local authorities, as well as headteachers and governing bodies. January 2013 (updated June 2016)

[Children and Families Act 2014](#)

[Tameside Children and Young People's Privacy Notice](#)

[Education Act 1996;](#) Section 19

[Ensuring a good education for children who cannot attend school because of health needs.](#) Statutory guidance for local authorities; January 2013

[Equality Act 2010](#)

[SEND Code of Practice: 0 - 25 years.](#) Statutory guidance for organisations which work with and support children and young people with special educational needs or disabilities; January 2015

[Supporting pupils at school with medical conditions.](#) Statutory guidance for governing bodies of maintained schools and proprietors of academies in England; December 2015

[Supporting pupils with medical conditions – templates;](#) May 2014

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[Annex A – Pathway for supporting pupils at school with medical conditions](#)

[Annex B – Absence for Pupils with Medical Conditions Notification Form](#)

[Annex C – Parental Agreement for Schools to Administer Medicines](#)

Introduction

Tameside MBC is committed to providing a good education to all pupils regardless of circumstances or settings. Where a pupil is unable to attend school for medical reasons the local authority will work alongside schools, health professionals and parents to provide an alternative provision which will meet a pupil's individual needs, including social and emotional needs and enable them to thrive and prosper in the education system.

Wherever possible the local authority will look at education provision being provided by school to ensure continuity for pupils. However, it is recognised that in some circumstances that is not possible and provision for such cases will be considered by a case management panel on an individual basis.

Pupils' medical needs may be broadly summarised as being of two types:

Short-term affecting their participation in school activities because they are on a course of medication or recovering from an illness.

Long-term potentially limiting their access to education and requiring extra care and support (deemed special medical needs).

Roles and Responsibilities of Tameside Council

The statutory guidance is clear that there will be a wide range of circumstances where a child has a health need but may receive suitable education that meets their needs without the intervention of the local authority. For example, where the child can still attend school with some support or where the school has made arrangements to deliver suitable education outside of school for the child.

Tameside Council is responsible for arranging suitable full-time¹ education for children of compulsory school age who, because of illness, would not receive suitable education otherwise. This duty applies to all children and young people who live in Tameside, regardless of the type² or location³ of the school they would normally attend and whether or not they are on the roll of a school.

The law does not define full-time education, but children with health needs should have provision which is equivalent to the education they would receive in school.

The LA will provide:

A contact e-mail for all initial enquiries to be sent. medicalenquiries@tameside.gov.uk

A referral and tracking process of pupils who are absent from school for a period of 15 days, where the absence is caused by a medical condition.

Support to school staff in monitoring & challenging pupil absence.

Escalation to case management panel to ensure the pupil is receiving a suitable education in line with the law.

When agreed by the case management panel, alternative provision and transport to any base other than the pupil's main base may be considered.

¹ Unless it is evident that a pupil's condition means that full-time provision would not be in their best interests.

² Inclusive of pupils attending academies, free schools, special schools, independent schools or maintained schools.

³ Where a child is ordinarily resident in Tameside but attends school outside the county, Tameside retains responsibility for arranging medical needs provision for that child. Tameside Council may seek to recoup costs.

Re-integration process that focuses on the child's physical & emotional health and education needs.

Named Person

It is a statutory requirement that local authorities have a named person responsible for the education of children with additional health needs. In Tameside the named person is:

Name: Julie Waterhouse

E-mail: medicalenquiries@tameside.gov.uk

Telephone: 0161 342 3568

Parents/carers can contact the tracking officer in order to discuss their child's specific circumstances relating to medical needs education provision. This may be particularly appropriate in instances where they feel their child's educational needs are not being addressed due to a medical condition or ill health.

Schools can contact the tracking officer in order to obtain support, advice and guidance in relation to medical needs education provision and their own statutory responsibilities in supporting children with additional health needs, both in general terms and in relation to specific cases.

The tracking officer will also liaise with professionals and colleagues within both health and education as appropriate to ensure children with additional health needs are able to access a suitable education.

Roles and Responsibilities of Tameside Schools

Schools (including maintained schools, maintained nursery schools, academies, and alternative provision academies) are required by law to make arrangements to support pupils at their school with medical conditions.

This duty is detailed in Section 100 of the [Children and Families Act 2014](#) and statutory guidance entitled [Supporting pupils at school with medical conditions](#) has been produced by the Department for Education to assist schools in understanding and complying with this legislation. Governors, proprietors and management committees should make themselves familiar with this guidance.

Independent schools are not obliged to follow the statutory guidance contained within [Supporting pupils at school with medical conditions](#). However, the non-statutory advice within this document is intended to assist and guide these schools in promoting the wellbeing and academic attainment of children with medical conditions.

Schools must have a medical policy reflecting statutory guidance ([Supporting Pupils at School with Medical Conditions](#); December 2015) and will nominate a named person who is responsible for supporting pupils with a medical need.

School will notify the local authority when a pupil is absent for a period of 15 days. However, the pupil **must** remain on the school roll. The named person should liaise with the local authority and continue to review the IHP. In the event that there is a significant change in the condition of the pupil, or the attendance declines, school are required to notify EWS.

School remain responsible for all agreed examination entries and ensuring examination fees; arrangements should be made for pupils to sit GCSE examinations including invigilation & assessment of coursework;

Schools remain responsible for convening Annual Review meetings for those pupils who have an Education, Health and Care Plan (EHCP);

The key points detailed in the guidance indicate that:

Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Schools may need to make 'reasonable adjustments' to accommodate pupils with medical needs.

Governing bodies/proprietors/management committees must ensure that arrangements are in place in schools to support pupils at school with medical conditions.

Governing bodies/proprietors/management committees should ensure that school leaders consult health and social care professionals, pupils and parents/carers to ensure that the needs of children with medical conditions are effectively supported.

School Policies

The government guidance [Statutory Policies for Schools and Academy Trusts](#) includes the following which are relevant for pupils with medical needs (key section in brackets):

- Accessibility plan (7.1)
- Children with health needs who cannot attend school (7.3)
- Supporting pupils with medical conditions (7.7)
- First Aid in schools (10.2)

The excerpts below are taken directly from the guidance.

Accessibility plan

Applies to:

- local-authority-maintained schools, including maintained special schools*
- academies*
- free schools, including university technical colleges and studio schools*
- independent schools, not state-funded*
- sixth-form colleges*
- pupil referral units (PRUs)*
- non-maintained special schools*

Review every 3 years.

The governing body is free to delegate approval to a committee of the governing body, an individual governor or the headteacher.

Non-statutory guidance on accessibility plans to help schools fulfil their duties under the act is included in: [Equality act 2010 advice for schools](#)

Children with health needs who cannot attend school

Applies to:

- local-authority-maintained schools, including maintained special schools*
- academies*
- free schools, including university technical colleges and studio schools*
- independent schools, not state-funded*
- where a child is not on the roll of a school*

We advise that governing bodies review this requirement annually.
[Education for children with health needs who cannot attend school](#)

Supporting pupils with medical conditions

Applies to:

*local-authority-maintained schools, including maintained special schools
academies, excluding 16 to 19 academies
pupil referral units (PRUs)*

The governing body, proprietor and management committee is free to decide how often you review. However, it should be regularly reviewed and readily accessible to parents and school staff.

The governing body can approve for local-authority-maintained schools, proprietors of academies, and management committees for PRUs.

Statutory guidance about the support that pupils with medical conditions should receive:
[Supporting pupils at school with medical conditions](#)

First aid in schools

Applies to:

*local-authority-maintained schools, including maintained special schools
academies
free schools, including university technical colleges and studio schools
independent schools, not state-funded
sixth-form colleges
pupil referral units (PRUs)
non-maintained special schools*

Schools are not required to have a specific first aid policy. We advise that governing bodies review this requirement annually.

Non-statutory guidance on first aid provision:
[First aid in schools](#)

Pupils who are not on a school roll

Tameside Council retains responsibility for supporting children who are not on roll at a school (Children Missing Education) whose health needs prevent them from accessing education.

In these instances, parents/carers or professionals working with a child who falls into this category should contact either their SEN Caseworker or alternatively Tameside Council's Medical Tracking Officer to discuss future educational provision.

The children of parents/carers who have registered them as being electively home-educated [EHE] are not regarded as Children Missing Education [CME]. Their parents/carers have elected to accept responsibility for their education. Therefore, home-learning support is not available in these cases. In rare circumstances, referrals may be considered. Parents/carers should contact the Medical Tracking Officer if they feel that there are exceptional circumstances to be considered.

Early years and Post-16

Tameside Council will normally provide support for pupils who are between the ages of 5 and 16 (Reception to Year 11). However, where pupils who would normally be in Year 12 are repeating Year 11 due to medical reasons, requests for support will be considered on an individual basis.

For post-16 pupils attending mainstream provision, Tameside Council would look to the host school, college or training provider to make any necessary reasonable adjustments for pupils who are unwell over a prolonged period. Schools, colleges and training providers may contact the Medical Tracking Officer for further advice if required.

If the young person is in Y12-13 and has an Education Health and Care Plan [EHCP], the provider should contact the SEN team in the first instance to seek advice.

Hospital in-patients

Pupils who are inpatients in hospitals or other medical settings (e.g. for mental health) are usually educated within schools on the hospital site. In certain instances, young people may be placed in specialist residential hospitals outside of Tameside by the National Health Service (NHS). Many of these facilities have access to an on-site education provision or Ofsted-registered schools that can offer education as part of the package of care. Tameside Council retains responsibility for the education of these children whilst they remain in hospital and upon their return to Tameside following discharge.

At times, the NHS places young people in privately funded hospitals. Tameside Council requires evidence of a hospital admission, timetable and attendance records to ensure that all invoices for education in privately funded hospitals are paid. It is the responsibility of the hospital school to provide this, not the parent/carer or home school. Hospital schools are expected to liaise with the young person's home school to ensure a relevant curriculum and reintegration. Parents/carers and home school representatives can contact Tameside Council's Medical Tracking Officer for further support in this area if required.

In advance of a proposed discharge, particularly in the instance that an alternative educational provision is being proposed, parents/carers or professionals working with a child who falls into this category should contact either their SEN Caseworker or alternatively Tameside Council's Medical Tracking Officer to discuss future educational provision.

Children with life-limiting and terminal illness

Tameside Council will continue to provide education for as long as the child's parents/carers and the medical staff deem it appropriate. If the pupil and parents/carers wish to withdraw from education their wishes will be respected if the decision is supported by medical advice.

Pregnant pupils

The school's aim should be to keep the pregnant schoolgirl or school age mother in learning; this means keeping the student on the school roll, even if she may not be able to attend for a period of time. A pupil who becomes pregnant is entitled to up to 18 calendar weeks of authorised absence to cover the time immediately before and after the birth.

Schools have a responsibility to ensure a girl returns to school after no more than 18 weeks leave. Parents of teenage parents are obliged under the Education Act 1996 to ensure their child regularly attends school.

It is an expectation that pupils who are pregnant will continue to be educated at school whilst it is reasonably practical, and it is in the interests of the pupil. Medical Needs referrals for pregnant pupils will be considered on a case-by-case basis. Evidence of the baby's estimated due date must be provided.

Childcare arrangements should form part of the education planning process. Funding is available through the "Care to Learn" scheme and applications will need the support of the school. Learners under 20 years can access the 'Care to Learn' grant. This provides a sum to meet Ofsted registered childcare and transport costs to and from a childcare provider. More information can be found at <https://www.gov.uk/care-to-learn>

Pupils with SEND

Pupils with a Special Educational Need or Disability (with or without an Education Health and Care Plan [EHCP]) who are absent for health reasons may require a review of their provision/plan to agree reasonable adjustments, accommodate need and facilitate attendance.

Schools should ensure that all 'reasonable adjustments' have been made for pupils with medical needs (even if the young person does not have diagnosed SEND). Schools can contact the SEN team for further advice if the young person has SEND. If the school is implementing provision that is 'additional to' or 'different from' that which is already available to meet the needs of most children, is maximising the use of the school's core offer and the Tameside Local Offer, then an application for EHC Needs Assessment should be made.

Role of Health Professionals

Every school has access to school nursing services. They are responsible for notifying the school when a child has been identified as having a medical condition which will require support in school. Wherever possible, they should do this before the child starts at the school.

They would not usually have an extensive role in ensuring that schools are taking appropriate steps to support children with medical conditions, but may support staff on implementing a child's individual healthcare plan and provide advice and liaison, for example on training.

School nurses can liaise with lead clinicians locally on appropriate support for the child and associated staff training needs – for example there are good models of local specialist nursing teams offering training to local school staff, hosted by a local school. Community nursing teams will also be a valuable potential resource for a school seeking advice and support in relation to children with a medical condition.

Individual Healthcare Plan

Not all young people who are medically unfit for school require an Individual Healthcare Plan. Schools should check the statutory guidance (and templates) which are available within [supporting pupils at school with medical conditions](#).

Things to Consider Before Making a Medical Referral

Prior to making a medical referral, schools should seek advice from the Education Welfare Officer for their area. Schools should seek consent from the parent/carer prior to calling. Schools are encouraged to contact the school nursing team in the early stages of an attendance issue where health needs are cited. Schools are advised not to wait until 15 days of absence have passed before intervening.

School colleagues may find it useful in employing different strategies to support young people with medical conditions and reintegrate pupils into school.

These could include:

- GP/School Nurse/Other medical professional e.g. nurse specialist
- Meeting with parent/carer
- [Individual healthcare plan](#) if appropriate
- SENCO assessment if [SEND](#) identified
- SEN Support for potential strategies
- [Mental Health and Behaviour in schools](#) guidance checked (if appropriate)
- Use of SEN notional budget e.g. how has SEN funding been used to support this child as per the statutory [SEND Code of Practice](#). Is an application for additional funding required?
- Contact the SEN team for advice if the young person has [SEND](#)

- Provision of key-worker/access to a preferred staff member in school who can support this child
- Attendance action plan
- Safe space/break-out room
- Time-out card/exit strategy
- Temporary reduced timetable; see LA guidance
- Online learning programmes
- Reduced exam offer (KS4-5 only)
- Use of Alternative Provision/off-site education.
- Other support if applicable e.g. Early Help Assessment (EHA)

Notifying a Medical Referral

Schools may be able to access additional support for a child who cannot attend school because of health needs where they will be away from school for 15 days or more, whether consecutive or cumulative. To access this service, schools need to make a medical referral in the first instance. During the time period between sending the referral form to Tameside Council and any provision being agreed, schools must continue to provide work and carry out any necessary welfare checks.

Where a pupil is absent for a period of 15 days due to a medical condition, schools are required to notify the local authority tracking officer. All referrals should be accompanied by an individual healthcare plan where appropriate (IHP) and must be supported by medical evidence.

Medical referrals will ordinarily be made by the school at which the child is on roll. All referrals should be made using Annex B and sent to Tameside Council's Medical Tracking Officer via medicalenquiries@tameside.gov.uk

Schools should have made reasonable steps to meet the short-term needs of the pupil. Education provision should continue to be provided by school where possible.

Where a pupil requires alternative provision, the overall aim, in all cases, is to reintegrate pupils back into mainstream education as soon as possible, through an individually tailored reintegration plan. The aim will be to increase education provision so as to provide as much education as a pupil's medical condition allows.

Medical referrals can be made by schools to support pupils who are too unwell to attend school. The service should not be used as an interim measure for a pupil awaiting a special school place, or to avoid attendance procedures.

Referrals will only be accepted if all of the following documents are submitted:

- Medical referral form
- Medical evidence
- Current Registration certificate (and previous academic year if appropriate)

Medical Referral Form

Forms must be completed fully to avoid delays in processing. Incomplete forms will be returned. Any questions regarding the completion of the forms can be addressed to the Medical Tracking Officer.

Appropriate Medical Evidence

Medical evidence should come from a medical professional who has physically seen the young person during an appointment for diagnosis and/or treatment. Appointment cards/letters do not always verify that a child has attended an appointment; schools should use their discretion when accepting these in order to accurately code a child's absence.

Tameside Council recognises that there are waiting lists for some services, which means that on occasion, GP/practice nurse/surgery confirmation of diagnosis/treatment/referral to a specialist service is appropriate.

However, schools should note (and make parents/carers aware), that repeat referrals based on a GP letter alone will not be accepted. It is expected that a young person who is too unwell to attend school for more than 12 weeks will have been referred to or have had contact with other health services.

Medical evidence may be considered from at least one of the following medical professionals:

- HYM professional (i.e. mental health nurse/mental health practitioner)
- School nurse
- Paediatrician
- Clinical Child Psychologist
- Consultant Child Psychiatrist
- Other specialist NHS service
- Primary Care Health Professional
- General Practitioner

Medical evidence **should not** be in the form of an adult Statement of Fitness for Work ('sick note'). Medical evidence which names SEND but no other illness or medical diagnosis, will not be accepted.

Consent is required to allow the Medical Tracking Officer to contact health professionals for further guidance as required.

Written medical evidence should contain the following in writing:

- Details around the health condition and treatment, so that schools can understand how these may impact on school attendance
- Details of the barriers to the young person attending school
- Information regarding referrals to other services (e.g. HYM)
- How the young person may best be supported to reintegrate into full-time education

Current attendance certificate

Schools should attach a copy of the young person's attendance/registration certificate for the year to date; this enables the service to correctly assess the referral. If a referral is being made early in the academic year, it may be appropriate to also attach the attendance/registration certificate from the previous year

If schools are unsure how to code absence due to health needs, colleagues can contact the Tameside Council Education Welfare Service by telephone on 0161 342 2112 or by email medicalenquiries@tameside.gov.uk

Attendance coding

The guidance in this section is taken directly from [School attendance guidance for maintained schools, academies, independent schools and local authorities](#); July 2019. Typically, young people with medical issues may be coded as follows:

Code I: Illness (not medical or dental appointments)

Schools should advise parents to notify them on the first day the child is unable to attend due to illness. Schools should authorise absences due to illness unless they have genuine cause for concern about the exactness or frequency of an illness.

Where there are concerns schools can request parents to provide medical evidence to support illness. Schools can record the absence as unauthorised if not satisfied that the illness warrants time off school but should advise parents of their intention. Schools are advised not to request medical evidence unnecessarily. Medical evidence can take the form of prescriptions, appointment cards etc. rather than doctors' notes.

Code M: Medical or dental appointments

Missing registration for a medical or dental appointment is counted as an authorised absence. Schools should, however, encourage parents to make appointments out of school hours. Where this is not possible, the pupil should only be out of school for the minimum amount of time necessary for the appointment and should try to attend before and/or after an appointment.

Code D: Dual Registered - at another educational establishment

This code is not counted as a possible attendance in the school census. The law allows for dual registration of pupils at more than one school. This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they are registered.

The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis. It can also be used when the pupil is known to be registered at another school during the session in question.

Each school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school. Schools should ensure that they have in place arrangements whereby all unexplained and unexpected absence is followed up in a timely manner.

Code B: Off-site educational activity

This code should be used when pupils are present at an off-site educational activity that has been approved by the school. Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised and measures have been taken to safeguard pupils.

This code should not be used for any unsupervised educational activity or where a pupil is at home doing schoolwork. Schools should ensure that they have in place arrangements whereby the provider of the alternative activity notifies the school of any absences by individual pupils. The school should record the pupil's absence using the relevant absence code.

Referral acceptance

Once the Tracking Officer receives notification of a pupil, this will be recorded on the pupil's record and an Education Welfare Officer (EWO) will be allocated to liaise with school.

The EWO will:

- Ensure school have completed an IHP and that every effort is being made to enable the pupil to attend school. This may include an element of challenge.
- Ensure there is a date scheduled so that the IHP is reviewed at least termly.
- Ensure that school have made reasonable adjustments to allow the pupil to access a suitable full time education (or as much as the child's health condition can manage) in line with the statutory guidance [Supporting pupils at school with medical conditions](#). This may include arrangements for school work being sent home for short periods of absence, a part-time time table or online learning.
- Monitor that the pupil's level of attendance is reviewed regularly and that appropriate codes are being used on the school register.
- Ensure that regular contact is made with the parent/carers and pupil.
- Where a pupil's school attendance declines, or at the discretion of any professional involved in the IHP, who is of the opinion that the child may not be receiving suitable education in line with the law, the EWO will escalate the matter to the case management panel.

Case Management Panel

Following consultation with school, where the allocated EWO feels that the pupil may benefit from intervention by the local authority they will complete a referral to the medical case management panel. This panel will be made up of local authority education officers & health professionals.

The panel will consider evidence provided by the child's school, parents/carers & medical professionals and any other information available which details the reasons the pupil is unable to attend school.

The panel will determine whether alternative provision such as virtual/face to face tuition or online learning should be provided on a temporary basis.

The panel will assign a lead professional who will coordinate the pupil's temporary education plan in collaboration with the pupil, home and school.

The type and amount of alternative provision offered will be determined by the health and educational needs of the pupil.

For all cases requiring alternative provision, the pupil will remain on the school roll. School will assume responsibility for maintaining regular contact with the pupil during their absence. The intention in all cases will be to reintegrate the pupil back into mainstream school on a full time basis as soon as possible.

All alternative provision provided by the local authority will be reviewed on a regular basis no longer than 12 weeks. Where a medical need becomes long term, the school should consider making a referral for statutory assessment.

The local authority may consider recouping some of the pupil's age weighted pupil unit funding (AWPU).

ANNEX A

Pathway for supporting pupils at school with medical conditions

Schools are made aware of a pupil with a medical condition from parent or health professional.

School to ensure they meet their statutory responsibilities as set out in the [statutory guidance](#). This will involve liaising with Health professionals to develop an Individual Health Care Plan (IHP). Within the IHP school will need to establish if any absence relating to the medical condition is to be authorised or otherwise.

School must inform the Local Authority Tracking Officer when a pupil is absent for 15 days over any academic year if the absence relates to the medical condition. This information will be recorded on the ONE system.

An Education Welfare Officer (EWO) will be made aware of the pupil within 5 days by the tracking officer and will work with the school to ensure that:

- School have made reasonable adjustments to allow the pupil to access a full time education. This may include arrangements for school work being sent home for short periods of absence, part time timetable or online learning.
- That an IHP is in place (where appropriate) and has been written having taken the views of the health professionals/ parents or carers / pupils.
- There is a date scheduled so that the IHP is reviewed at least termly.
- The level of attendance is reviewed regularly.
- Regular contact is made with the parent/carers and pupil.

Where necessary, the case can be referred, via the Senior EWO, to the Case Management Panel. The Panel will consider each case on individual need and will allocate appropriate provision. The school will be notified of the outcome.

ANNEX B

Name of Referrer:	
Email address:	
Contact Telephone:	
Date of Referral	

**ABSENCE FOR PUPILS WITH MEDICAL CONDITIONS
Notification Form**

Name of Pupil		Date of Birth		Year	
School Name					
Current Attendance	%	No. of Authorised absences		No. of Unauthorised absences	
<i>Please attach an up to date attendance certificate</i>					
Please provide details of child's medical condition					
Please provide details of any adjustments made at school					
Have school completed an individual healthcare plan for this child? <i>Please attach a copy</i>				Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does the child already have a care plan from a medical professional e.g. asthma, diabetes etc. <i>please attach a copy</i>				Yes <input type="checkbox"/> No <input type="checkbox"/>	

Checklist - Have you attached the following?

Attendance certificate

Individual Healthcare Plan (or other care plan)

Medical evidence (if available)

Please return this form to Tameside Education Welfare Service via medicalenquiries@tameside.gov.uk

ANNEX C

PARENTAL AGREEMENT FOR SCHOOL TO ADMINISTER MEDICINE			
Name of Child			
Date of Birth		Year Group	
Medical Condition / Illness			
Medicine Name / Type of medicine (as described on the container) & Expiry Date			
Dosage & Method			
Time(s) to Administer			
Are there any side effects that the school needs to know about?			
Medicines will only be accepted in the original container as dispensed by the pharmacy			
Parent Name			
Contact Number			
Home Address			
<i>The above information is to the best of my knowledge accurate at the time of writing and I give consent to school staff administering medicine in accordance with the school policy. I will inform the school immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.</i>			
Signature(s):			
Date:			

Agenda Item 8

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	19 October 2021
Reporting Officer:	Kate Campbell Green – Head of Tameside Music Service
Subject:	TAMESIDE MUSIC AND LIBRARY SERVICE ANNUAL REPORT
Report Summary:	The following report sets out the role and output of the music service, including its statutory obligations particularly over the last 18 months. It explains the issues that the service has faced in continuing to delivery music education in the borough during the pandemic and sets out the priorities for the coming school year.
Recommendations:	That the Board notes the content of the report
Corporate Plan:	The Corporate Plan outlines the priorities for improving the borough of Tameside including the quality of life for children and families.
Policy Implications:	None
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	Annual budget for the music service is £950k, which is funded by £388k grant funding and £562k trade income. The service is expecting to overspend by £18k in the financial year 2021/22. Plans are in place to minimise the projected overspend by seeking to increase traded income by the end of the financial year and operating a recruitment freeze on non essential teaching posts. Regular monitoring will be undertaken by Finance colleagues and service managers to ensure robust monitoring of the plans.
Legal Implications: (Authorised by the Borough Solicitor)	<p>This report provides Members with a helpful update on the activities and impact made by these services.</p> <p>As the service is funded in part by a grant it is important that all spending in undertaken in accordance with the terms of the grant to avoid any clawback provisions.</p> <p>It is also critical that the service continues its monitoring of the financial position to try to avoid any overspend especially given the current financial challenges.</p>
Risk Management:	The service is part funded by Arts Council England and needs to deliver to the grant conditions in order to continue to receive funding or risk clawback
Access to Information:	NON-CONFIDENTIAL This report does not contain information, which warrants its consideration in the absence of the Press or members of the public
Background Information:	The background papers relating to this report can be inspected by contacting Kate Campbell Green, Head of Music Service



Telephone: 0161 342 3131



e-mail: kate.campbell-green@tameside.gov.uk

1 BACKGROUND AND ARTS COUNCIL GRANT CONDITIONS

- 1.1 Tameside Music Service is part of the Greater Manchester Music Education Hub, described by the Arts Council as a 'ground breaking' partnership of 9 local authority music services and 15 regional partners.
- 1.2 Tameside Music Service receives a grant from the Arts Council England (ACE), which is handled by Bolton Music Service, the Lead Service in the GMMEH. Attached to the grant, there are several conditions, which form a basis for the output of the service. These conditions of the grant are detailed in the following three paragraphs; 1.3, 1.4 and 1.5.
- 1.3 Music Services must have a demonstrable commitment to supporting schools in the delivery of their music curriculum together with a wider local music offer of tuition, ensembles and performance, which provide children and young people with the chance to make progress in music. The Service currently works with 67 schools in the borough.
- 1.4 Additionally, the Music Service must illustrate a commitment to supporting and contributing to the range of musical initiatives developed collaboratively at the Greater Manchester level, ensuring that children and young people from the Tameside local area have the chance to benefit from these regional opportunities. Examples of this include: the opportunity to perform in one of the Greater Manchester Music Hub ensembles, which perform in prestigious venues such as the Stoller Hall at Chetham's School of Music; access to the Come and Play with the Hallé annual event, which sees, on average, 2500 primary school children from Tameside performing songs and instrumental pieces with the Hallé Orchestra at the Bridgewater Hall; and performing in the Greater Manchester Rock and Pop Showcase at Band on the Wall, an annual event, which is organised and led by Tameside Music Service for the Greater Manchester music hub.
- 1.5 The Music Service must also have a commitment to inclusive practice and to continue finding ways to engage children with barriers to accessing music and to engage other local cultural providers, who can help to increase the diversity of the music offer across Tameside.
- 1.6 The Music Service has fulfilled the above terms of the ACE grant since the formation of Music Education Hubs in 2011. When hubs were formed, Central Government instructed Arts Council England to allocate grant funding to each Music Education Hub across the UK. In order to ensure that there is evidence of the terms of the grant being fulfilled, Arts Council England require quarterly monitoring to be submitted which is duly completed by the Music Service with TMBC Finance. This focuses on what activities each member of staff is delivering and how many students and schools are receiving tuition and support. Additionally, at the beginning of every new academic year, an Annual Data Return is completed for the previous academic year. This Annual Return consists of specific numbers and activities relating to every school in Tameside MBC. The amount of the grant changes annually according to the number of students and schools the service has worked with as well as the breadth of activities and support offered. The level of grant funding has remained consistent in the last 3 years, with a slight increase awarded in reference to 2019/20.
- 1.7 The Music Service submitted the Arts Council England Annual Return for 2020/21 on 1 October 2021. The data requested by ACE focused heavily on how the Music Service had adapted their provision to engage with schools and students during the pandemic. Questions were asked relating to the number of students engaged, the breadth of activities offered and the platforms used.

2 TAMESIDE MUSIC SERVICE DURING THE PANDEMIC

- 2.1 Covid-19 saw a positive and pragmatic response from the Music Service team. By early April 2020 (just two weeks after the first national lockdown was announced) staff had applied their technological expertise to bring music lessons online for all individual students. 201 students continued with their instrumental tuition, rising to 340 in September 2020 and 785 by March 2021. The service had been teaching close to 1000 students face to face before the pandemic.
- 2.2 By May 2020, a blended offer had been fully rolled out to 62 primary schools. Of the 62 primary schools, 38 accessed pre-recorded lesson videos, 12 engaged with live-streamed interactive lessons and 12 received face-to-face tuition for schools open to vulnerable and key worker children.
- 2.3 In June 2020, the music service launched TMS At Home - online sessions available every weekday to help entertain and educate during lockdown including Songs for Little Ones and Pots and Pans Percussion. This digital offer was suitable for all ages so that everyone could join in and was designed to help parents and carers home-school their children. These sessions were viewed by an average of 1400 people per session. Feedback comments from the audience included 'Really enjoyed that.... Brightened up my dreary morning!'
- 2.4 The autumn term usually sees a flurry of activity leading up to Christmas concerts and festivities, it is always the busiest time in the year, where children perform to communities around Tameside and beyond. In the lead up to Christmas 2020, the team were determined to give children the opportunity to perform and to reach those more vulnerable members of the community, especially those experiencing social isolation in unprecedented ways. The idea of having a children's carol concert which could be broadcast in to the homes of Tameside residents was made possible when Tameside Radio agreed to broadcast the concert on Sunday 13th December at 3pm. 26 primary schools around Tameside recorded children singing (safely) together with some of our talented brass students from around Tameside. It took months to organise, then mix and edit all the excerpts together to produce a finished concert. Working in collaboration with TMBC Community Engagement and the Visually Impaired Team, accessible versions of song sheets were reproduced and distributed around the borough so everyone could participate in singing along to the concert. There were entire streets who joined together in singing along on their doorsteps.

3 REMOTE TRAINING

- 3.1 The Music Service Team are committed to raising the standard of music education and teaching per se. During the pandemic, the team supported 3 PGCE trainees in Secondary Music with specialist instrumental teaching from the Royal Northern College of Music and Manchester Metropolitan University in their 4 month placement.
- 3.2 In September 2020, the Head of Service became a facilitator on the early rollout of the Early Career Framework, supporting newly qualified teachers in their first year of teaching. This has led to a greater breadth of understanding of the current issues, initiatives and climate in education which is regularly disseminated to staff and built in to the service training programme.
- 3.3 Primary and Secondary network meetings for music leads around Tameside continued during the pandemic and were all held online during the 20-21 academic year. They were attended by a larger audience than usual, having 34 teachers in one session which reflected on the new model music curriculum amongst other topics.
- 3.4 Great Academies Education Trust sought the advice of the Music Service when considering how best to engage their music leads in 4 schools in refining their music curriculum. The

Head of Service created a programme of delivery in partnership with the Royal Northern College of Music and Manchester Metropolitan University spanning 2 years to facilitate a cohesive, trust-wide approach to their music curriculum. The first session took place in June 2021 and the programme is set to continue until June 2023.

- 3.5 Music service staff received training, INSET and CPD remotely and a weekly 30 minute whole staff meeting was established. As our staff are mainly peripatetic, the whole staff meeting has been an effective way of ensuring staff cohesion and robust communication, so much so that we are continuing with the weekly whole staff meetings.

4 INCLUSIVITY

- 4.1 Our commitment to inclusion can be illustrated in a number of ways. The Head of Service was invited to give a keynote address at the Pathways to Progression Music Education Conference in June 2019 on the topic of inclusion. The address challenged the attendees to ensure that the opportunities offered were equitable and open to all, drawing on the 'Music in schools: wider still and wider' Ofsted report published in 2011. Following this, the Head of Service was then asked to write an article in Music Teacher magazine which was published in October 2019.
- 4.2 The service has developed an excellent relationship with numerous local SEND schools, most notably Cromwell High School and Oakdale Primary School. Our regular work with these schools has resulted in the opportunity for a lifelong musical journey for many people with SEND in our borough. As a service, we have taught pupils from primary age and will continue to facilitate musical progression into their future. Opportunities for these students extend beyond the classroom with an annual enrichment programme where we organise for the students to attend a live performance such as a lunchtime recital at Chetham's School of Music or a Christmas relaxed concert at The University of Manchester.
- 4.3 Our work with Active Tameside focuses on vulnerable children e.g. those who are not attending school, have severe behavioural or emotional needs and those with physical disabilities. We provide accessible music sessions, which focus on improving confidence, literacy and general health and wellbeing. We also work with vulnerable adults who access music making sessions to increase social skills, confidence, wellbeing and health. Many of these adults we have worked with either in an education setting or with Active previously.
- 4.4 We work with young people who are in residential care and require high supervision levels to ensure that they are safe and supported with their complex needs. This is in the form of relaxed music making sessions, which focus on building confidence, literacy through song-writing and social skills through working as a group. It has had a significant impact on the wellbeing of these young people.
- 4.5 Our SEND students have benefited from our partnership with Brighter Sound who have run a weekly group for young people with SEND to come together and make music. Pre-covid some of our students attended in person and one attended virtually due to their PMLD. This group, named The Swan Street Collective, performed in several prestigious venues, including The Bridgewater Hall on an annual basis.
- 4.6 The quality of SEND music provision has been noted regionally, most notably by the Royal Northern College of Music and Manchester Metropolitan University. For the last 2 years, the Participation Manager has taught a unit on effective teaching practice in SEND settings on the PGCE Secondary Music course, a joint course offered by RNCM and MMU.
- 4.7 Additionally, the Participation Manager has taught a series of sessions on SEND to students undertaking the Music Education Masters offered by the RNCM.

- 4.8 It can also be illustrated by our engagement with a project called Pathfinders – a programme run by the Royal Northern College of Music to break down barriers students may have in accessing musical opportunities e.g. social, cultural or financial. We currently have 9 students accessing this programme and it has been transformative for several of these students, in particular, two students who are currently attending the Junior RNCM on fully funded bursaries. These particular students who were experiencing both social and financial difficulties received assistance with instrumental purchases, transport to musical enrichment events, access to masterclasses and performances at the RNCM with world-renowned musicians.
- 4.9 We work closely with primary and secondary schools, especially those in the most deprived areas, to ensure that these students are able to access the range of provision offered. This includes offering fee remissions to attend ensembles and securing free instrument loan from one of our partner organisations such as the Halle.
- 4.10 Our enrolment process allows parents/carers of prospective students to indicate that they are in receipt of pupil premium or free school meals. When we receive this notification we then work with their school to ensure that funding and support is in place for that student and keep a record of their progress. They are invited to join the music centre groups with a full fee remission such as Wind Band, Youth Choir, Big Band, Rock Band or Youth Choir and, once they reach a required standard, are offered fee free opportunities to join regional ensembles such as the Greater Manchester Big Band or national ensembles such as the National Youth Orchestra. We also ensure that we work with our regional partners to facilitate a broad range of opportunities for students such as Brighter Sound's leadership schemes for Young Musicians.
- 4.11 In Secondary Schools, we work closely with the Head of Music to put together schemes for pupil premium students, which offer them free tuition and resources with opportunities for progression within school. An example of this is at Hyde High School where 67 students (and counting) receive funded tuition. As over half of the students receive tuition in popular musical instruments and vocals, the school funds us leading a mass Rock Band.
- 4.12 In Primary Schools, we work with Headteachers, SLT and Music Coordinator to ensure that a broad and accessible musical journey is available to all students. One example of this is St James's in Hattersley where 43.7% of students are eligible for free schools meals. We provide curriculum tuition to the whole school using instruments from the brass band tradition. After school, there is a community brass band for children, parents, carers and school staff which is well attended and sponsored by BT. The children have the opportunity to participate annually in Whit Friday as well as numerous other performances around Tameside.
- 4.13 In 2020, St James's had a deep dive in to Music as part of their Ofsted inspection. The report is very positive, containing comments such as *'All pupils, including those with special educational needs and/or disabilities (SEND), can join the school's brass band. This helps to improve pupils' independence, social skills and self-confidence.'* and *'in music, teachers introduce pupils to playing more complex instruments at the right time. Pupils can therefore build on what they already know, and they achieve well because of this. This includes pupils with SEND.'*
- 4.14 We began working in partnership with The Amber Trust in 2020, a charity, which helps visually impaired and blind children to access musical opportunities. Our tutors deliver tuition to these students in collaboration with the charity and open up group and enrichment opportunities to these students.
- 4.15 Bright Voices was established in 2018/19 to help tackle the effects of COPD and other chronic respiratory diseases. Singing is proven to reduce the symptoms of COPD particularly and this group has not only had a positive impact on the respiratory health of those

participating but has also benefited their wellbeing due to the close relationships formed within the group.

- 4.16 We recognise that music can be a conduit and we deliver intervention sessions in schools with outcomes which focus on developing listening skills, improving social skills and learning English as an additional language.

5 MOVING FORWARD

- 5.1 The 2021/22 academic year is an opportunity for us to build back better. As always, we recognise that good partnerships and relationships are key in creating a sustainable, relevant and authentic offer to our service users. Whilst building our ensembles, school and instrumental student participants back to pre-covid levels remains a priority, we have a lot of learning to put in to practice in the coming year.

- 5.2 We recognise the opportunity and commitment that is presented by occupying the newly refurbished, fit for purpose Birch Lane Centre. In order to ensure that the building is used in a way which is reflective of the needs and aspirations of the young people, we will be introducing a robust system of governance to enable critical challenge and direct the service offer. This will consist of the creation of three new groups:

- Tameside Young Musicians Advisory Group - A cross section of young musicians meeting termly to steer the direction of the music service output in a way which is both authentic and relevant to Tameside young people.
- Birch Lane Advisory Group – Parents, professional associations, partners, school reps to meet termly to discuss how the centre should link in to the school and wider community and vice versa.
- School Representative Group - This will be a steering group for Music Education within Tameside made up of a cross section of School staff. They will meet termly to discuss issues in music education within Tameside and make recommendations to the Music Service.

6 CONCLUSION

- 6.1 The Music Service has survived and thrived through the pandemic. It has continued to provide music education to schools and individual children throughout the last 18 months through innovative practice in partnership with many schools in the borough. The service continues to set itself challenging targets but always with a passion for engaging and encouraging all children and young people to participate in music.

7 RECOMMENDATIONS

- 7.1 As set out at the front of the report.