

LOCAL ADMISSIONS FORUM

Date and Time:- Thursday 13 June 2024 at 10.00 a.m.

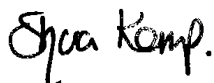
Venue:- Virtual Meeting held via Microsoft Teams

The items which will be discussed are described on the agenda below and there are reports attached which give more details.

AGENDA

- 1. Apologies for Absence.**
- 2. Minutes of the Previous Meeting held on 1st February, 2024 (Pages 3 - 7)**
- 3. Matters Arising from Previous Minutes**
- 4. The Local Authority Report to the School Adjudicator (Draft for Information) (Pages 9 - 20)**
- 5. Academies Update (Pages 21 - 26)**
- 6. Admissions Update**
- 7. School Admission Appeals Update (Pages 27 - 28)**
- 8. Fair Access Update (Pages 29 - 52)**
- 9. School Organisation Update**

**The next meeting of the Local Admissions Forum will be
held on Thursday 14 November 2024
commencing at 10.00 a.m.**



**SHARON KEMP,
Chief Executive.**

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**LOCAL ADMISSIONS FORUM
THURSDAY 1 FEBRUARY 2024**

Present:- Mrs. I. Hartley (in the Chair), Mrs. K. Beresford, Mrs. M. Gambles, Mr. R. Griffiths, Mrs. R. Hibberd, Mrs. J. Hudson and Mr. D. Shenton,

Also in attendance were:- Ms. M. Jordan, Mr. C. Stones, Mrs. J. Unwin and Mrs. S. Whitby.

Apologies for absence were received from:- Councillors Allen and Cusworth, Mrs. A. Gyte and Mrs. K. Peart.

93. MINUTES OF THE PREVIOUS MEETING HELD ON 16TH NOVEMBER, 2023

Consideration was given to the minutes of the previous meeting held on 16th November, 2023.

Agreed:- That the minutes of the previous meeting held on 16th November, 2023, be approved as a correct record.

94. MATTERS ARISING FROM PREVIOUS MINUTES

There were no matters arising from the minutes.

A warm welcome was issued to Jenny Hudson who was replacing Carol Cockayne on the Local Admissions Forum.

95. ADMISSION ARRANGEMENTS DETERMINATION AND CONSULTATION REGARDING RELEVANT AREA

Further to Minute No. 85 of the previous meeting consideration was given to the report presented by Sarah Whitby, Head of Access to Education, which detailed how Admission Authorities must determine their admission arrangements annually by 28th February, regardless of whether there had been any consultation or changes proposed.

The proposed admission arrangements were consulted upon between 27th November 2023 and 14th January 2024. This consultation was undertaken in line with the requirements of the School Admissions Code and ran for the required six week period. Consultees were invited to respond via an online survey, hosted on the Council's website.

The admission arrangements consulted upon proposed a change to the Published Admission Number at Sitwell Infant School from seventy-five to sixty. This was requested due to a reduction in the pupil population at first admission to school. Analysis of sufficiency of school places across the planning and local area indicated that this reduction could be supported. The number of applicants living in catchment and expressing a first

preference for the school was routinely well below the number of children born in the catchment area and had fallen over the last three years.

There were currently over eighty surplus places in Reception across the planning area and this number was projected to increase further.

Any increase in demand as a result of new house building had been accounted for.

Taking into account all responses received to the consultation, it was recommended that the proposed admission arrangements were now determined as the proposed reduction in the Published Admission Number was not projected to impact on the availability of an appropriate school place for every child who needed one.

The consultation in respect of the relevant area proposed no changes, and for this to remain as the whole of Rotherham.

Eight responses were received to the online consultation which included two questions; the details of which and the responses were set out as part of the appendices to the report submitted.

In receiving the report Forum Members sought to establish the availability of infant class spaces in the locality and whether any savings realised were redirected back into schools.

Forum Members were assured that following an analysis of sufficiency of school places across the planning and local area this reduction could be supported. It was also pointed out that there would be no direct saving as a result of the reduction in the Published Admission Number as schools were funded for the number of children on roll.

Agreed:- (1) That the admission arrangements for 2025-26 for community and voluntary controlled schools be approved.

(2) That the relevant area remains the whole of Rotherham following the period of consultation be noted.

96. UPDATE ON ADMISSIONS AND SECONDARY SCHOOL ALLOCATIONS FOR SEPTEMBER 2024

Consideration was given to the latest position with regards to Admissions and Secondary School Allocations for September, 2024 presented by Joanne Unwin, Admissions Manager.

An update was provided on the final checks/allocations that were still taking place ahead of National Offer Day on 1st March, 2024. Similar to last year a large intake was expected.

Sarah Whitby, Head of Access to Education, wished to place on record

her thanks to Joanne Unwin and her colleagues for all their work with the high volume of applications within an ever increasing workload set against long term absence within the Team.

Agreed:- That the update be received and the contents noted.

97. SCHOOL ADMISSION APPEALS UPDATE - STATISTICS

Consideration was given to the latest position in relation to admission appeals in the report submitted and the numbers of school admission appeals received and the appeal hearings taking place. Statistics were included for the full academic years 2022/23 and also to date for the 2023/24 school year.

As indicated previously the high volume of appeals received was unprecedented.

Training for Panel Members and Clerks also took place at the Town Hall on the 31st January, 2024.

Agreed:- That the update be received and the contents noted.

98. UPDATE ON SCHOOL ORGANISATION

Consideration was given to an update on School Organisation presented by Chris Stones, Principal Officer, where it was noted the Cabinet had approved the expansion of Waverley Junior Academy to add an additional 210 places from September, 2025.

It was also noted that the site at Bassingthorpe Farm, Greasbrough had been adopted in the Core Strategy for over 2,000 houses and triggered the need for the building of a new primary school in this area.

The Forum welcomed the news that Waverley Junior Academy had finally received its extension approval and how this would hopefully allow all catchment children to be accommodated in their local area.

Agreed:- That the update be received and the contents noted.

99. UPDATE OF SCHOOL TERM DATES CONSULTATION FOR 2025/26

Further to Minute No. 91 of the last meeting of the Local Admissions Forum consultation on the school calendar for the 2025/26 academic year had taken place with all schools during January 2024.

The traditional calendar wrapped around Good Friday and Easter Monday and was in line with Doncaster and Sheffield. It was hoped that eventually the South Yorkshire Authorities would all align, but Barnsley was still yet to publicise their dates.

Approval of the school calendar for 2025/26 would take place at the next meeting of the Education Consultative Committee set to take place during February, 2024.

Agreed:- The calendar update be received and the contents noted.

100. FAIR ACCESS PROTOCOL CONSULTATION

Further to Minute No. 88 of the last meeting of the Local Admissions forum consideration was given to the Fair Access Protocol which needed to be reviewed to ensure that best practice of regular review was met, but more importantly to ensure that timely outcomes were secured for vulnerable children in borough who were out of school.

The current Protocol provided for a two step decision-making process, meaning children could be discussed in multiple forums prior to a final decision being made whilst they remained out of school. Pupils are first discussed at a Pupil Management Group, but where agreement could not be reached a referral made to the Strategic Fair Access Panel.

Feedback received questioned the rationale for the decision-making process and advocated for a fairer and more transparent route to decision making.

There were key proposals to consult and agree upon in order to ensure that both decision making forums could function effectively for all children and schools in Rotherham. Key issues were proposed to be consulted upon in order to determine a revised Protocol.

An update was provided on the unprecedented numbers of children coming through that had been exhausted by the Admission Appeals process. This new process once agreed would be fair and run alongside the Admission Appeals process giving children a greater chance of a school place quicker.

The Forum sought and received clarification on the timescales for both processes and welcomed the opportunity to make processes as smooth as properly for children without school places in areas where all schools were oversubscribed. This would seek to reduce the pressure on appeals and challenge places within a reasonable distance.

Agreed:- (1) That a formal review of the Fair Access Protocol with associated consultation as outlined in this briefing paper be approved.

(2) That the final revised Protocol be received for ratification at the next meeting on 13th June, 2024.

101. ACADEMY CONVERSIONS AND MULTI ACADEMY TRUST UPDATES

The Forum were advised there were no further updates to the list Rotherham schools which had converted/about to convert to academies as of October 2023.

In noting this information the Forum received a further update that Rob Holsey who produced the conversion lists for schools had since retired.

Agreed:- That the information be received, and the contents noted.

102. DATE OF NEXT MEETING

Agreed:- That the next meeting of the Local Admissions Forum take place on Thursday, 13th June, 2024 at 10.00 a.m. via Microsoft Teams.

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Office of
the Schools
Adjudicator

**Template for
Local Authority Report
to
The Schools Adjudicator
from**

**Local Authority
to be provided by
31 October 2024**

Report Cleared by: Name

Job Title

Telephone number

Email:

Date submitted:

By:

Name

Job Title

Telephone number

Email:

Website: [Office of the Schools Adjudicator](#)

**Please email your completed report to: [Office of the Schools Adjudicator](#) by
31 October 2024 and earlier if possible**

Contents

Introduction

Guidance on completing the template

Section 1 - Normal points of admission5

- A. Co-ordination.....5
- B. Looked after and previously looked after children5
- C. Special educational needs and/or disabilities.....6

Section 2 - In-year admissions7

- A. Looked after children and previously looked after children7
- B. Children with special educational needs and/or disabilities8
- C. Fair access protocol8
- D. Directions10
- E. Other points on in-year admissions10

Section 3 - Other matters12

Section 4 - Feedback.....12

Introduction

1. Section 88P of the School Standards and Framework Act 1998 (the Act) requires every local authority to make an annual report to the adjudicator. The Chief Adjudicator then includes a summary of these reports in the annual report to the Secretary of State for Education. The School Admissions Code (the Code) sets out the requirements for reports by local authorities in paragraph 6. Paragraph 3.30 specifies what must be included as a minimum in the report to the adjudicator and makes provision for the local authority to include any other matters. Paragraphs 6 and 3.30 of the Code require that each local authority publish its report locally.
2. **This year's report must cover the 2023/2024 academic year and be submitted to the Office of the Schools Adjudicator (OSA) by 31 October 2024.**
3. Please note that, in response to feedback on the previous template and in the light of consultation with a group of local authorities, changes have been made to various sections of this year's template.

Guidance on completing the template

4. We have included all the guidance on completing specific parts of the template in this section. There is no requirement for local authorities to include the introduction and the guidance in their published reports, but they are free to do so if they wish.
5. We should be grateful if in completing questions which ask for information about primary and secondary schools and/or pupils, local authorities would follow the approach to classification of schools used in statutory provisions and in the Department for Education Statistical First Release¹ and the Education Middle School (England) Regulations 2002².
6. The Code sets out some minimum requirements on the contents of each local authority report stating that each must cover as a minimum "information about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children, children with disabilities and children with special educational needs, including any details of where problems have arisen."
7. The Department for Education's aim through the annual reports from local authorities is to understand how well the admissions system is working nationally, rather than to hold individual local authorities to account. By understanding the effectiveness of the system, including outcomes, the Department hopes to identify areas where the admissions system is working well and areas where it could be improved. With that in mind, when the template asks, "how well does the admission system serve the needs of

¹ [Department for Education Statistical First Release](#)

² [The Education Middle School \(England\) Regulations 2002](#)

children,” the Department appreciates that it is asking local authorities to make a subjective judgement, in the understanding that everyone’s experience with the admission system will be different. The Department encourages local authorities in responding to the open questions and spaces for open comments to set out challenges that are proving difficult to overcome.

8. Guidance on specific questions and/or meaning of specific terms in this report:

- a. “in-year admissions”: This means admissions (that is children admitted to a school and not applications for places):
 - i. at the start of any school year to a year group which is not a normal point of entry for the school concerned (for example at the beginning of Year 2 for a five to eleven primary school); and
 - ii. after the end of the statutory waiting list period (31 December) to a year group which is a normal year of admission for the schools concerned (such as Year R and Year 7).
- b. Not applicable means that there were no children falling within the relevant definition.

9. We welcome all comments that local authorities make in the comment boxes and we aim to reflect those comments in the Annual Report, but we ask for the comments to be entered under the right headings. Section 3 invites comment on any other matters not specifically addressed in this template if local authorities wish to do so. The views expressed in previous years also remain a matter of public record.

10. We ask that where possible, you return the template in Word instead of PDF formatting. A number of you have commented on the formatting of the template and we have tried to make it as accessible as possible, but we are aware that some local authorities use different versions of Word.

Information requested

Section 1 - Normal points of admission

A. Co-ordination

Which of the following best describes the level of challenge for your **main admissions round in 23/24 compared to 22/23?**

Year Group	Much less challenging	Less challenging	No change	More challenging	Much more challenging
Reception					
Year 7					
Other relevant years of entry					

Please give examples to illustrate your answer if you wish:

B. Looked after and previously looked after children

- i. How well does the admissions system in your local authority area serve the interests of looked after children at **normal points of admission**?

Not at all Not well Well Very well Not applicable
- ii. How well do the admissions systems in other local authority areas serve the interests of children looked after by your local authority at **normal points of admission**?

Not at all Not well Well Very well Not applicable
- iii. How well does your admissions system serve the interests of children who are looked after by other local authorities but educated in your area at **normal points of admission**?

Not at all Not well Well Very well Not applicable

iv. How well does the admissions system in your local authority area serve the interests of previously looked after children at **normal points of admission**?

Not at all Not well Well Very well Not applicable

v. If you wish, please give examples of any good or poor practice or difficulties which exemplify your answers about the admission to schools of looked after and previously looked after children at **normal points of admission**:

C. Special educational needs and/or disabilities

i. How well served are children with special educational needs and/or disabilities who **have** an education, health and care plan that names a school at **normal points of admission**?

Not at all Not well Well Very well Not applicable

Please provide any comments you wish to make on the admission of children with special educational needs and/or disabilities at normal points of admission:

Section 2 - In-year admissions

Which of the following best describes the overall level of challenge for your **in-year admissions in 23/24 compared to 22/23?**

Phase	Much less challenging	Less challenging	No change	More challenging	Much more challenging
Primary					
Secondary					

If you wish, please explain the factors that have changed the level of challenge for your in-year admissions:

A. Looked after children and previously looked after children

- i. How well does the **in-year admission** system serve children who are looked after by your local authority and who are being educated in your area?

Not at all Not well Well Very well Not applicable

- ii. How well does the **in-year admission** systems in other local authority areas serve the interests of your looked after children?

Not at all Not well Well Very well Not applicable

- iii. How well does the **in-year admission** system serve the interests of children who are looked after by other local authorities but educated in your area?

Not at all Not well Well Very well Not applicable

- iv. How well does your **in-year admission** system serve the interests of previously looked after children?

Not at all Not well Well Very well Not applicable

v. If you wish, please give examples of any good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** for looked after and previously looked after children:

B. Children with special educational needs and/or disabilities

i. How well served are children with special educational needs and/or disabilities who **have** an education, health and care plan that names a school when they need to be **admitted in-year**?

Not at all well Not well Well Very well Not applicable

ii. How well served are children with special educational needs and/or disabilities who **do not have** an education, health and care plan when they need to be **admitted in-year**?

Not at all well Not well Well Very well Do not know

iii. Please give examples of any good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** for children with special educational needs and/or disabilities:

c. Fair access protocol

With what proportion of state-funded mainstream schools in your area do you have a fair access protocol agreed?

Primary

Between 0% and 49%

Between 50% and 74%

Between 75% and 89%

Between 90% and 99%

100%

Secondary

Between 0% and 49%

Between 50% and 74%

Between 75% and 89%

Between 90% and 99%

100%

If you have below 75% for either phase, please explain why:

- i. How many children were admitted to schools in your area under the fair access protocol between 1 August 2023 and 31 July 2024?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled		
Foundation, voluntary aided and academies		
Total		

ii. If you have seen a change in the number of children referred to your Fair Access Protocol between 1 August 2023 and 31 July 2024 compared to the previous academic year please indicate what you consider the key reasons for this change to be?

- iii. How well do you consider children referred to the Fair Access Protocol are served in in your area?

Not at all well Not well Well Very well Not applicable

iv. Please provide any comments you wish on the protocol not covered above:

D. Directions to maintained schools to admit children³

How many directions did the local authority make between 1 August 2023 and 31 July 2024 to maintained schools for which the local authority is not the admission authority to admit children (including children looked after by the local authority but resident in another area)?

Total number of children	Of which, looked after	Of which, not looked after

E. Other points on in-year admissions

i. For the schools for which the local authority co-ordinates in-year applications, in the year between 1 Aug 2023 and 31 July 2024 did you receive

- Significantly fewer applications than last year
- slightly fewer applications than last year
- about the same
- slightly more than last year
- significantly more than last year

ii. For what proportion of **primary** schools in your area did the local authority co-ordinate in-year admissions during the 2023/2024 academic year

- Between 0% and 24%
- Between 25% and 49%

³ It is important that only Directions to maintained schools are included here. Numbers of Directions to academies are already held by the Department.

Between 50% and 74%

Between 75% and 100%

- iii. For what proportion of **secondary** schools in your area did the local authority co-ordinate in-year admissions during the 2023/2024 academic year

Between 0% and 24%

Between 25% and 49%

Between 50% and 74%

Between 75% and 100%

iv. If you wish, please provide any comments about how **well in-year admissions** works for children who are **not** looked after or previously looked after and/or do **not** have SEND:

v. If you wish, please provide any other comments on the admission of children **in-year** not previously raised (you may wish to include here any comments about cases where it has not proved possible to find places for children):

Section 3 - Other matters

Are there any other matters that the local authority would like to raise that have not been covered by the questions above?

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2025.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2024

Rotherham Academies Update - October 2023 update.

Name of Academy	Name of Predecessor School	Open	Proposed conversion	Lead Sponsor / Name of Trust	Notes
Maltby Academy	Maltby Community School	Jan-10		Maltby Learning Trust	
Brinsworth Comprehensive School	Brinsworth Comprehensive School	Oct-10		Learner Engagement and Achievement Partnership Multi-Academy Trust	
Wales High School	Wales High School	Oct-10		Wales High School Academy Trust	
Aston Academy	Aston Comprehensive School	May-11		Aston Community Education Trust	
St Bernard's Catholic High School	St Bernard's Catholic High School	Jul-12		St Francis Catholic Multi Academy Trust	
Thurcroft Junior Academy	Thurcroft Junior School	Jul-12		Aston Community Education Trust	
Coleridge Primary School	Coleridge Primary School	Apr-13		Central Learning Partnership Trust	
East Dene Primary School	East Dene Junior & Infant School	Apr-13		Central Learning Partnership Trust	
St Bede's Catholic Primary School	St Bede's Catholic Primary School	Jul-13		St Bedes Catholic Primary School	
St Gerard's Catholic Primary School	St Gerard's Catholic Primary School	Jul-13		St Gerard's Catholic Primary School	
St Mary's (Herringthorpe) Catholic Primary School	St Mary's (Herringthorpe) Catholic Primary School	Jul-13		St Mary's (Herringthorpe) Catholic Primary School	
St Mary's Catholic Primary School (Maltby)	St Mary's Catholic Primary School (Maltby)	Jul-13		St Francis Catholic Multi Academy Trust	
Wingfield Academy	Wingfield Business and Enterprise College	Aug-13		New Collaborative Learning Trust	
Canklow Woods Primary School	Canklow Woods Primary School	Sep-13		White Woods Primary Academy Trust	
Whiston Junior & Infant School	Whiston Junior and Infant School	Sep-13		White Woods Primary Academy Trust	
Whiston Worrygoose Junior & Infant School	Whiston Worrygoose Junior and Infant School	Sep-13		White Woods Primary Academy Trust	
Thrybergh Academy and Sports College	Thrybergh School and Sports College	Oct-13		Wickersley Partnership Trust	
Sandhill Primary Academy	Rawmarsh Sandhill Primary School	Dec-13		Wickersley Partnership Trust	
Oakwood Academy	Oakwood High School	Dec-13		Leaders in Learning Multi Academy Trust	Oakwood Academy merged with the Leaders in Learning Multi-Academy Trust on the 1st July 2023
Brookfield Junior Academy	Swinton Brookfield Academy	Jan-14		Aston Community Education Trust	
Maltby Redwood Academy	Maltby Redwood Junior & Infant School	Feb-14		Maltby Learning Trust	
St Joseph's Catholic Primary School (Dinnington)	St Joseph's Catholic Primary School (Dinnington)	Feb-14		St Joseph's Catholic Primary School (Dinnington)	
Wickersley School and Sports College	Wickersley School and Sports College	Mar-14		Wickersley Partnership Trust	
Rawmarsh Ashwood Academy	Rawmarsh Ashwood Primary School	Apr-14		Wickersley Partnership Trust	
Thrybergh Academy and Sports College	Dalton Foljambe Primary School (Thrybergh Academy and Sports College)	May-14		Wickersley Partnership Trust	
Sitwell Junior School	Sitwell Junior School	Jul-14		Leaders in Learning Multi Academy Trust	Sitwell Junior Academy merged with the Leaders in Learning Multi-Academy Trust on the 1st July 2023
Thrybergh Primary School	Thrybergh Primary School	Jul-14		Wickersley Partnership Trust	
Rawmarsh Community School	Rawmarsh Community School	Aug-14		Wickersley Partnership Trust	
Bramley Grange Primary School	Bramley Grange Primary School	Oct-14		The Grange Trust	The Grange Trust will be joining the White Woods Primary Academy Trust date TBA.
Monkwood Primary Academy	Rawmarsh Monkwood Primary School	Oct-14		Wickersley Partnership Trust	

Rotherham Academies Update - October 2023 update.

Name of Academy	Name of Predecessor School	Open	Proposed conversion	Lead Sponsor / Name of Trust	Notes
St Albans CofE School	St Albans C of E School	Oct-14		DS Academy Trust	
Listerdale Junior Academy	Dalton Listerdale Junior and Infant School	Nov-14		Aston Community Education Trust	
Anston Greenland's Primary School	Anston Greenland's Primary School	Nov-14		New Collaborative Learning Trust	
Wickersley Northfield Lane Primary School	Wickersley Northfield Lane Primary School	Nov-14		White Woods Primary Academy Trust	
Aston All Saints C of E School	Aston All Saints C of E School	Dec-14		DS Academy Trust	
Maltby Manor Academy	Maltby Manor Junior and Infant School	Dec-14		Maltby Learning Trust	
Flanderwell Primary School	Flanderwell Primary School	Feb-15		DS Academy Trust	
Thrybergh Fullerton C of E Primary Academy	Thrybergh Fullerton C of E School	Feb-15		DS Academy Trust	
Trinity Croft C of E Primary Academy	Trinity Croft C of E School	Feb-15		DS Academy Trust	
Dinnington High School	Dinnington Comprehensive School	Feb-15		Learner Engagement and Achievement Partnership Multi-Academy Trust	
Maltby Lillyhall Academy	Maltby Lillyhall Primary School	Mar-15		Maltby Learning Trust	
Ravenfield Primary Academy	Ravenfield Primary School	Mar-15		Maltby Learning Trust	
Herringthorpe Junior School	Herringthorpe Junior School	Apr-15		Willow Tree Academy	
Greasbrough Primary School	Greasbrough J & I School	Jul-15		Willow Tree Academy	
Springwood Junior Academy	Aston Springwood Junior and Infant School	Jul-15		Aston Community Education Trust	
Eastwood Village Primary School	NA	Sep-15		Central Learning Partnership Trust	
Winterhill School	Winterhill School	Feb-16		Leaders in Learning Multi Academy Trust	
Dinnington Primary School	Dinnington Primary School	May-16		White Woods Primary Academy Trust	
Maltby Hilltop	Maltby Hilltop	Jun-16		Nexus Multi Academy Trust	
Kelford School	Kelford School	Jun-16		Nexus Multi Academy Trust	
Abbey School	Abbey School	Jun-16		Nexus Multi Academy Trust	
Catcliffe Primary School	Catcliffe Primary School	Jul-16		Learner Trust	
High Greave Infant School	High Greave Infant School	Jul-16		Learner Trust	
High Greave Junior School	High Greave Junior School	Jul-16		Learner Trust	
Aston Hall Junior and Infant School	Aston Hall Junior and Infant School	Aug-16		Wickersley Partnership Trust	
Aston Lodge Primary School	Aston Lodge Primary School	Aug-16		Wickersley Partnership Trust	
Brinsworth Whitehill Primary School	Brinsworth Whitehill Primary School	Aug-16		Wickersley Partnership Trust	
Swinton Queen Primary School	Swinton Queen Primary School	Sep-16		White Woods Primary Academy Trust	
Swinton Academy	Swinton Community School	Oct-16		Aston Community Education Trust	
Aughton Junior Academy	Aughton Primary School	Oct-16		Aston Community Education Trust	
Swinton Fitzwilliam Primary School	Swinton Fitzwilliam Primary School	Nov-16		White Woods Primary Academy Trust	
Wath CofE Primary School	Wath CofE Primary School	Mar-17		James Montgomery Academy Trust	
Brampton Ellis CofE Primary School	Brampton Ellis CofE Primary School	Apr-17		James Montgomery Academy Trust	
Anston Brook Primary School	Anston Brook Primary School	Jun-17		White Woods Primary Academy Trust	
Woodsetts Primary School	Woodsetts Primary School	Jun-17		White Woods Primary Academy Trust	
Brampton Cortonwood Infant School	Brampton Cortonwood Infant School	Jun-17		James Montgomery Academy Trust	
Wath Victoria Primary School	Wath Victoria Primary School	Jun-17		James Montgomery Academy Trust	
Treeton CofE School	Treeton CofE School	Oct-17		DS Academy Trust	
Roughwood Primary School	Roughwood Primary School	Nov-17		Willow Tree Academy	

Rotherham Academies Update - October 2023 update.

Name of Academy	Name of Predecessor School	Open	Proposed conversion	Lead Sponsor / Name of Trust	Notes
Wath Central Primary School	Wath Central Primary School	Dec-17		James Montgomery Academy Trust	
Clifton Community School	Clifton Community School	Dec-17		Wickersley Partnership Trust	
St Thomas Kilnhurst	St Thomas Kilnhurst	Dec-17		DS Academy Trust	
Anston Park Infants School	Anston Park Infants School	Jan-18		White Woods Primary Academy Trust	
Milton School	Milton School	Mar-18		Venn Academy Trust	
Kilnhurst Primary School	Kilnhurst Primary School	Apr-18		White Woods Primary Academy Trust	
Brinsworth Manor Junior School	Brinsworth Manor Junior School	May-18		White Woods Primary Academy Trust	
Rockingham J&I School	Rockingham J&I School	Jun-18		Willow Tree Academy	
Wentworth CofE Primary School	Wentworth CofE Primary School	Sep-18		White Woods Primary Academy Trust	
Laughton J&I School	Laughton J&I School	Oct-18		James Montgomery Academy Trust	
Kiveton Park Infant School	Kiveton Park Infant School	Dec-18		James Montgomery Academy Trust	
Wath Academy	Wath Comprehensive School	Apr-19		Maltby Learning Trust	
Maltby Crags Primary School	Maltby Crags Primary School	Oct-19		Nexus Multi Academy Trust	
Laughton All Saints C of E School	Laughton All Saints C of E School	Oct-19		DS Academy Trust	
Kiveton Park Meadows Juniors	Kiveton Park Meadows Juniors	Dec-19		James Montgomery Academy Trust	
Brinsworth Howarth Primary School	Brinsworth Howarth Primary School	Dec-19		James Montgomery Academy Trust	
Harthill Primary School	Harthill Primary School	Apr-20		James Montgomery Academy Trust	
Redscope Primary School	Redscope Primary School	Sep-20		New Collaborative Learning Trust	
Thorpe Hesley Primary School	Thorpe Hesley Junior and infant School	Sep-20		New Collaborative Learning Trust	
Waverley Junior Academy	NA	Sep-20		Aston Community Education Trust	
St Anns J&I School	St Anns J&I School	Oct-20		James Montgomery Academy Trust	
Thurcroft Infant School	Thurcroft Infant School	Feb-21		James Montgomery Academy Trust	
Anston Hillcrest Primary School	Anston Hillcrest Primary School	May-21		James Montgomery Academy Trust	
Ferham Primary School	Ferham Primary School	Oct-21		James Montgomery Academy Trust	
Meadow View Primary School	Meadow View Primary School	Feb-22		James Montgomery Academy Trust	
Element Academy	The Rowan Centre	Sep-22		Ethos Academy Trust	
Highfield Farm Primary School	West Melton Junior and Infant School	Jan-23		James Montgomery Academy Trust	Note change of school name.
Swallownest Primary School	Swallownest Primary School	May-23		DS Academy Trust	
The Willows School	The Willows School	Sep-23		Nexus Multi Academy Trust	
Bramley Sunnyside Junior School	Bramley Sunnyside Junior School		Jul-24	James Montgomery Academy Trust	
*Anston Park Junior School	Anston Park Junior School		Sep-24	White Woods Primary Academy Trust	
Newman School	Newman school		TBC	TEAM Education Trust	
Our Lady and St Josephs Catholic Primary School (Wath)	Our Lady and St Josephs Catholic Primary School (Wath)		TBC	St Clare Catholic Multi Academy Trust	

* Name of academy to be confirmed

MAT - Multi Academy Trust

UPDATED 10/05/2024

Rotherham Academies Update - October 2023 update.

Name of Academy	Name of Predecessor School	Converted	Proposed conversion	Lead Sponsor / Name of Trust	Notes
Aston Academy	Aston Comprehensive School	May-11		Aston Community Education Trust	
Thurcroft Junior Academy	Thurcroft Junior School	Jul-12		Aston Community Education Trust	
Brookfield Junior Academy	Swinton Brookfield Academy	Jan-14		Aston Community Education Trust	
Listerdale Junior Academy	Dalton Listerdale Junior and Infant School	Nov-14		Aston Community Education Trust	
Springwood Junior Academy	Aston Springwood Junior and Infant School	Jul-15		Aston Community Education Trust	
Swinton Academy	Swinton Community School	Oct-16		Aston Community Education Trust	
Aughton Junior Academy	Aughton Primary School	Oct-16		Aston Community Education Trust	
Waverley Junior Academy	NA	Sep-20		Aston Community Education Trust	
Coleridge Primary School	Coleridge Primary School	Apr-13		Central Learning Partnership Trust	
East Dene Primary School	East Dene Junior & Infant School	Apr-13		Central Learning Partnership Trust	
Eastwood Village Primary School	NA	Sep-15		Central Learning Partnership Trust	
Anston Greenland's Primary School	Anston Greenland's Primary School	Nov-14		Creative Children's Academy Trust	
*Redscope Primary School	Redscope Primary School	Sep-20		Creative Children's Academy Trust	
*Thorpe Hesley Junior and Infant School	Thorpe Hesley Junior and infant School	Sep-20		Creative Children's Academy Trust	
St Albans CofE School	St Albans C of E School	Oct-14		DS Academy Trust	
Aston All Saints C of E School	Aston All Saints C of E School	Dec-14		DS Academy Trust	
Flanderwell Primary School	Flanderwell Primary School	Feb-15		DS Academy Trust	
Thrybergh Fullerton C of E Primary Academy	Thrybergh Fullerton C of E School	Feb-15		DS Academy Trust	
Trinity Croft C of E Primary Academy	Trinity Croft C of E School	Feb-15		DS Academy Trust	
Treeton CofE School	Treeton CofE School	Oct-17		DS Academy Trust	
St Thomas Kilnhurst CofE Primary School	St Thomas Kilnhurst	Dec-17		DS Academy Trust	
*Laughton All Saints C of E School	Laughton All Saints C of E School	Oct-19		DS Academy Trust	
Swallownest Primary School	Swallownest Primary School	May-23		DS Academy Trust	
Element Academy	The Rowan Centre	Sep-22		Ethos Academy Trust	
St Bede's Catholic Primary School	St Bede's Catholic Primary School	Jul-13		St Bede's Catholic Primary School	
St Gerard's Catholic Primary School	St Gerard's Catholic Primary School	Jul-13		St Gerard's Catholic Primary School	
St Mary's (Herringthorpe) Catholic Primary School	St Mary's (Herringthorpe) Catholic Primary School	Jul-13		St Mary's (Herringthorpe) Catholic Primary School	
St Joseph's Catholic Primary School (Dinnington)	St Joseph's Catholic Primary School (Dinnington)	Feb-14		St Joseph's Catholic Primary School (Dinnington)	
Milton School	Milton School	Mar-18		Interaction and Communication Academy Trust Limited	Will be joining the Venn Academy Trust from the 1st July 2023
Wath CofE Primary School	Wath CofE Primary School	Mar-17		James Montgomery Academy Trust	
Brampton Ellis CofE Primary School	Brampton Ellis CofE Primary School	Apr-17		James Montgomery Academy Trust	
Brampton Cortonwood Infant School	Brampton Cortonwood Infant School	Jun-17		James Montgomery Academy Trust	
Wath Victoria Primary School	Wath Victoria Primary School	Jun-17		James Montgomery Academy Trust	
Wath Central Primary School	Wath Central Primary School	Dec-17		James Montgomery Academy Trust	
Laughton J&I School	Laughton J&I School	Oct-18		James Montgomery Academy Trust	

*Kiveton Park Infant School	Kiveton Park Infant School	Dec-18		James Montgomery Academy Trust	
*Kiveton Park Meadows Juniors	Kiveton Park Meadows Juniors	Dec-19		James Montgomery Academy Trust	
*Brinsworth Howarth Primary School	Brinsworth Howarth Primary School	Dec-19		James Montgomery Academy Trust	
*Harthill Primary School	Harthill Primary School	Apr-20		James Montgomery Academy Trust	
* St Anns J&I School	St Anns J&I School	Oct-20		James Montgomery Academy Trust	
Thurcroft Infant School	Thurcroft Infant School	Feb-21		James Montgomery Academy Trust	
Anston Hillcrest Primary School	Anston Hillcrest Primary School	May-21		James Montgomery Academy Trust	
*Meadow View Primary School	Meadow View Primary School	Feb-22		James Montgomery Academy Trust	
*Ferham Primary School	Ferham Primary School	Oct-21		James Montgomery Academy Trust	
Highfield Farm Primary School	West Melton Junior and Infant School	Jan-23		James Montgomery Academy Trust	
Bramley Sunnyside Junior School	Bramley Sunnyside Junior School		Jul-24	James Montgomery Academy Trust	
Oakwood Academy	Oakwood High School	Dec-13		Leaders in Learning Multi Academy Trust	
Sitwell Junior School	Sitwell Junior School	Jul-14		Leaders in Learning Multi Academy Trust	
Winterhill School	Winterhill School	Feb-16		Leaders in Learning Multi Academy Trust	
Brinsworth Comprehensive School	Brinsworth Comprehensive School	Oct-10		Learner Engagement and Achievement Partnership Multi-Academy Trust	
Dinnington High School	Dinnington Comprehensive School	Feb-15		Learner Engagement and Achievement Partnership Multi-Academy Trust	
Catcliffe Primary School	Catcliffe Primary School	Jul-16		Learner Trust	
High Greave Infant School	High Greave Infant School	Jul-16		Learner Trust	
High Greave Junior School	High Greave Junior School	Jul-16		Learner Trust	
Maltby Academy	Maltby Community School	Jan-10		Maltby Learning Trust	
Maltby Redwood Academy	Maltby Redwood Junior & Infant School	Feb-14		Maltby Learning Trust	
Maltby Manor Academy	Maltby Manor Junior and Infant School	Dec-14		Maltby Learning Trust	
Maltby Lillyhall Academy	Maltby Lillyhall Primary School	Mar-15		Maltby Learning Trust	
Ravenfield Primary Academy	Ravenfield Primary School	Mar-15		Maltby Learning Trust	
Wath Academy	Wath Comprehensive School	Apr-19		Maltby Learning Trust	
Wingfield Academy	Wingfield Business and Enterprise College	Aug-13		New Collaborative Learning Trust	
Maltby Hilltop	Maltby Hilltop	Jun-16		Nexus Multi Academy Trust	
Kelford School	Kelford School	Jun-16		Nexus Multi Academy Trust	
Abbey School	Abbey School	Jun-16		Nexus Multi Academy Trust	
*Maltby Craggs Primary School	Maltby Craggs Primary School	Oct-19		Nexus Multi Academy Trust	
The Willows School	The Willows School	Sep-23		Nexus Multi Academy Trust	
Our Lady and St Josephs Catholic Primary School (Wath)	Our Lady and St Josephs Catholic Primary School (Wath)		TBC	St Clare Catholic Multi Academy Trust	Our Lady and St Josephs Catholic Primary School to transfer to the St Clare's Catholic Multi Academy Trust.
St Bernard's Catholic High School	St Bernard's Catholic High School	Jul-12		St Francis Catholic Multi Academy Trust	
St Mary's Catholic Primary School (Maltby)	St Mary's Catholic Primary School (Maltby)	Jul-13		St Francis Catholic Multi Academy Trust	
Newman School	Newman school		TBC	TEAM Education Trust	
Bramley Grange Primary School	Bramley Grange Primary School	Oct-14		The Grange Trust	
Milton School	Milton School	Mar-18		Venn Academy Trust	
Wales High School	Wales High School	Oct-10		Wales High School Academy Trust	
Canklow Woods Primary School	Canklow Woods Primary School	Sep-13		White Woods Primary Academy Trust	
Whiston Junior & Infant School	Whiston Junior and Infant School	Sep-13		White Woods Primary Academy Trust	
Whiston Worrygoose Junior & Infant School	Whiston Worrygoose Junior and Infant School	Sep-13		White Woods Primary Academy Trust	
Wickersley Northfield Lane Primary School	Wickersley Northfield Lane Primary School	Nov-14		White Woods Primary Academy Trust	
Dinnington Primary School	Dinnington Primary School	May-16		White Woods Primary Academy Trust	
Swinton Queen Primary School	Swinton Queen Primary School	Sep-16		White Woods Primary Academy Trust	

Swinton Fitzwilliam Primary School	Swinton Fitzwilliam Primary School	Nov-16		White Woods Primary Academy Trust	
Anston Brook Primary School	Anston Brook Primary School	Jun-17		White Woods Primary Academy Trust	
Woodsetts Primary School	Woodsetts Primary School	Jun-17		White Woods Primary Academy Trust	
*Anston Park Infants School	Anston Park Infants School	Jan-18		White Woods Primary Academy Trust	
*Kilnhurst Primary School	Kilnhurst Primary School	Apr-18		White Woods Primary Academy Trust	
*Brinsworth Manor Junior School	Brinsworth Manor Junior School	May-18		White Woods Primary Academy Trust	
*Wentworth CofE Primary School	Wentworth CofE Primary School	Sep-18		White Woods Primary Academy Trust	
*Anston Park Junior School	Anston Park Junior School		Sep-24	White Woods Primary Academy Trust	
Sandhill Primary Academy	Rawmarsh Sandhill Primary School	Dec-13		Wickersley Partnership Trust	
Wickersley School and Sports College	Wickersley School and Sports College	Mar-14		Wickersley Partnership Trust	
Rawmarsh Ashwood Academy	Rawmarsh Ashwood Primary School	Apr-14		Wickersley Partnership Trust	
Thrybergh Primary School	Thrybergh Primary School	Jul-14		Wickersley Partnership Trust	
Rawmarsh Community School	Rawmarsh Community School	Aug-14		Wickersley Partnership Trust	
Monkwood Primary Academy	Rawmarsh Monkwood Primary School	Oct-14		Wickersley Partnership Trust	
Aston Hall Junior and Infant School	Aston Hall Junior and Infant School	Aug-16		Wickersley Partnership Trust	
Aston Lodge Primary School	Aston Lodge Primary School	Aug-16		Wickersley Partnership Trust	
Brinsworth Whitehill Primary School	Brinsworth Whitehill Primary School	Aug-16		Wickersley Partnership Trust	
Clifton Community School	Clifton Community School	Dec-17		Wickersley Partnership Trust	
Thrybergh Academy and Sports College	Thrybergh School and Sports College	Oct-13		Wickersley Partnership Trust	
Thrybergh Academy and Sports College	Dalton Foljambe Primary School (Thrybergh Academy and Sports College)	May-14		Wickersley Partnership Trust	
Herringthorpe Junior School	Herringthorpe Junior School	Apr-15		Willow Tree Academy	
Greasbrough Primary School	Greasbrough J & I School	Jul-15		Willow Tree Academy	
Roughwood Primary School	Roughwood Primary School	Nov-17		Willow Tree Academy	
Rockingham J&I School	Rockingham J&I School	Jun-18		Willow Tree Academy	

ROTHERHAM LOCAL ADMISSIONS FORUM
SCHOOL ADMISSION APPEALS STATISTICS
Up to May 2024

(1) Introduction

This report is included on the agenda as the means of informing the Local Admissions Forum of the numbers of school admission appeals received and the appeal hearings taking place.

Statistics are included for the full academic years 2022/23 and also for the part-year, to date 2023/24 school year.

The separation of Local Authority schools and Faith schools has been used in this analysis, but there is no separation for the Academies.

(2) The calendar year of appeal hearings

The following table lists the number of school days, in each calendar month, when school admission appeal hearings took place. All were full days.

	2022	2023	2024			2022	2023	2024
January	5	10	8		July	13	17	
February	2	4	7		August	-	-	
March	6	9	10		September	10	11	
April	7	7	10		October	7	8	
May	14	22	12		November	10	13	
June	15	18			December	4	8	
					Totals	93	126	47

(3) School Year 2022/23 and 2023/24 to date - All Schools – Summary Statistics**(a) 2022/2023 and 2023/24 to date - Secondary Schools**

Secondary School	Number of Appeals	Upheld Allowed	Dismissed Refused	Allocated before hearing	Withdrawn
Aston	14	5	-	4	5
Brinsworth	21	7	1	8	5
Clifton	47	25	2	3	17
Dinnington	8	2	2	1	3
Maltby	17	3	3	11	-
Oakwood	92	20	25	16	31
Rawmarsh	32	13	4	3	12
Swinton	18	5	4	3	6
Thrybergh	12	5	4	3	-
Wales	90	38	26	2	24.

Wath	123	44	38	5	36
Wickersley	132	63	36	4	29
Wingfield	82	46	13	2	21
Winterhill	54	14	7	12	21
Faith schools					
St Bernard's	127	30	67	1	29
St Pius X	73	13	36	11	13
TOTALS	942	333	268	89	252

(b) 2022/2023 - Primary Schools

Primary School	Number of Appeals	Upheld Allowed	Dismissed Refused	Allocated before hearing	Withdrawn
Primary – all years	307	95	82	47	83
Faith Schools	85	20	12	9	44
TOTALS	392	115	94	56	127

(c) 2023/24 – Appeals received to date

Schools	Number of Appeals
Primary	339
Faith Primary	42
Secondary (All Schools)	566
TOTALS	947

<h1 style="margin: 0;">BRIEFING</h1>	TO:	Local Admissions Forum
	DATE:	13 June 2024
	LEAD OFFICER:	Sarah Whitby Sarah.whitby@rotherham.gov.uk
	TITLE:	Fair Access Protocol review
1. Background		
1.1	Fair Access Protocols exist to ensure that vulnerable children, and those who are having difficulty securing a school place in-year, are allocated a place as quickly as possible. Every local authority must have a Fair Access Protocol in place. Once it is agreed with the majority of schools in its area, all admission authorities must participate in it. The School Admissions Code 2021 and associated non-statutory guidance Fair Access Protocols, August 2021 , set out the duties of the Local Authority and Admissions Authorities in respect of Fair Access.	
1.2	Rotherham's Fair Access Protocol was revised and agreed in September 2021. Following agreement from this forum, a period of consultation has now taken place and a proposed Protocol is presented back to this meeting for ratification.	
2. Key Issues		
2.1	The key considerations during the consultation and revision of the Protocol were:	
	PMG	For PMG to become a local forum focussed on finding solutions for young people who are at risk of exclusion or require a fresh start in a new school via a Managed Move. For this to happen effectively it is necessary to consider and re-establish the geographical boundaries of the PMG groups to ensure they can be highly effective and mutually supportive.
	FAP	For there to be a single point of decision making for children identified as requiring placement through FAP. This will minimise time out of education for children requiring a school place and will make more effective use of time and resource.
	Placement requests	For all placements requests to be supported by relevant information, with a common referral form for placement led by the needs of young people and schools.
	Transparency of decision making	To consider representation at FAP as a single point of decision making. Consultation with schools will determine a preferred model from the LA as a decision maker, maintaining strategic FAP as it currently operates, moving to a model where all schools have representation or one where each trust, or school where they are not part of a MAT, is represented.
	Equitable decision making	It is proposed that the Protocol is supported by robust data available at each decision point from the LA, including FAP allocations, numbers of children on roll and number of In Year admissions. This is available as schools communicate this information to RMBC already via electronic transfer.

	Interface with the appeals process	For the Protocol to be reviewed in line with DfE guidance to ensure that, following an unsuccessful application, children are referred to FAP and a school place identified, without any expectation that parents make further applications or exercise their right of appeal (although they maintain a right to do so should they wish).																
	Timeliness	Move to a cycle of 3 weekly meetings in order that the requirement to identify a school place within 20 days for all children referred to FAP is met.																
2.2	<p>Feedback from the formal consultation with school leaders is attached as Appendix 1. There were no schools expressing disagreement with the proposals. No changes are therefore proposed to the main Protocol that was consulted upon, but appendices have been added taking on board comments received. These are:</p> <ol style="list-style-type: none"> 1. Process and responsibilities for children requiring reintegration from the PRU; 2. Process for schools to follow up allocations and report children who do not arrive as CME. 																	
3. Key Actions and Timelines																		
3.1	<table border="1"> <tr> <td data-bbox="220 824 531 936">End February 2024</td> <td data-bbox="539 824 1477 936">Conversations held with regional neighbours to understand how best the appeals/ FAP interface can be supported in the Rotherham context</td> </tr> <tr> <td data-bbox="220 936 531 1003">w/b 18 March 2024</td> <td data-bbox="539 936 1477 1003">Period of informal consultation with school leaders via a series of briefings</td> </tr> <tr> <td data-bbox="220 1003 531 1081">27 March- 19 April 2024</td> <td data-bbox="539 1003 1477 1081">Pre consultation questionnaire to Secondary heads to gather further views and clarity regarding direction of travel</td> </tr> <tr> <td data-bbox="220 1081 531 1160">15 April-19 May 2024</td> <td data-bbox="539 1081 1477 1160">Formal period of consultation with school leaders on a revised FAP for Primary</td> </tr> <tr> <td data-bbox="220 1160 531 1238">29 April- 24 May 2024</td> <td data-bbox="539 1160 1477 1238">Formal period of consultation with school leaders on a revised FAP for Secondary</td> </tr> <tr> <td data-bbox="220 1238 531 1272">13 June 2024</td> <td data-bbox="539 1238 1477 1272">Final agreement and ratification from LAF</td> </tr> <tr> <td data-bbox="220 1272 531 1350">July 2024</td> <td data-bbox="539 1272 1477 1350">Planning period with school leaders to make any changes to existing PMG/ FAP membership</td> </tr> <tr> <td data-bbox="220 1350 531 1384">September 2024</td> <td data-bbox="539 1350 1477 1384">New FAP is in operation</td> </tr> </table>		End February 2024	Conversations held with regional neighbours to understand how best the appeals/ FAP interface can be supported in the Rotherham context	w/b 18 March 2024	Period of informal consultation with school leaders via a series of briefings	27 March- 19 April 2024	Pre consultation questionnaire to Secondary heads to gather further views and clarity regarding direction of travel	15 April-19 May 2024	Formal period of consultation with school leaders on a revised FAP for Primary	29 April- 24 May 2024	Formal period of consultation with school leaders on a revised FAP for Secondary	13 June 2024	Final agreement and ratification from LAF	July 2024	Planning period with school leaders to make any changes to existing PMG/ FAP membership	September 2024	New FAP is in operation
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July 2024	Planning period with school leaders to make any changes to existing PMG/ FAP membership																	
September 2024	New FAP is in operation																	
4. Recommendations																		
4.1	That LAF agree to the revised Fair Access Protocol for Primary and Secondary, attached as Appendix 2 and 3 , effective from September 2024																	

Appendix 1- responses to Fair Access Protocol consultation

Primary consultation

A period of consultation was held in respect of the proposed **Primary Fair Access Protocol** between 15 April- 19 May 2024. During this time, all Primary School Heads were invited to respond on the basis that the Protocol would be agreed if the number of respondents expressing a disagreement was in a minority compared to the total number of primary schools in Rotherham.

A total of 9 responses were received, all were in agreement with the proposed Protocol.

Specific comments were received as follows, with the response indicated in italics:

- Inequality of school places across Rotherham where some schools are struggling with falling rolls and some are oversubscribed. *This is addressed through our ongoing place planning activities and yearly School Capacity return to the DfE.*
- Pleased to see comments regarding attendance at FAP meetings and hope this will be monitored. *The Local Authority intends to do this and it is specifically written into Protocol that a school may be recommended even if they don't attend, although this would require ratification by a Strategic FAP meeting.*

Secondary consultation

A period of consultation was held in respect of the proposed **Secondary Fair Access Protocol** between 29 April- 24 May 2024. During this time, all Secondary School Heads were invited to respond on the basis that the Protocol would be agreed if the number of respondents expressing a disagreement was in a minority compared to the total number of secondary schools in Rotherham.

A total of 5 responses were received, all were in agreement with the proposed Protocol.

Specific comments were received as follows, with the response indicated in italics:

- Would the Protocol benefit from a specific sentence about actions taken if parents of students allocated places from the PRU do not ensure these are taken up? *The process may for reintegration from the PRU has now been added to address this.*

- Is the balance of partnerships right? A suggestion that one school from Central is moved to North. *The rationale for the formation of the partnerships was based on a number of factors that were considered. These included, ease of travel between schools, demand across certain areas for Fair Access placements and the ability of schools in an area to support this. The partnerships will be reviewed after the first year of operation and any changes felt necessary proposed at that point.*

Primary Fair Access Protocol (FAP)

Introduction

Each Local Authority is required to have in place a Fair Access Protocol to ensure that - outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered an education place quickly, so that the amount of time any child is out of school is kept to the minimum.

All admissions authorities must participate in the FAP once it is agreed by the majority of schools in the area. This includes, making available a representative who is authorised to participate in discussions, make decisions on placing children via the Protocol, and admitting pupils when asked to do so in accordance with the Protocol, even when the school is full.

The Rotherham Primary FAP has been designed to best meet local need by:

- ensuring that children who require a school place through FAP are allocated one and admitted quickly and
- promoting a culture of openness and transparency between schools and the Local Authority to ensure that the needs of each school are considered through the FAP.

The Rotherham Fair Access Protocol should be read alongside key documents that underpin it:

- [DfE School Admissions Code 2021](#)
- [Fair access protocols: advice for local authorities and school admission authorities](#)

Aims

To ensure that unplaced and vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible.

Provide a defined route for children who are permanently excluded or those who require reintegration from the PRU to be allocated and admitted to a school place.

Ensure that the needs of children for whom mainstream education is not yet possible are met.

Identify school places for children who require one to progress a School Attendance Order as they are not in receipt of a suitable education. This may include children who have been Electively Home Educated and the Local Authority cannot be satisfied that they are in receipt of suitable education.

That through data informed decision making, ensure that no school is asked to take a disproportionate number of children who have been permanently excluded from other schools, who display challenging behaviour, or who are placed via the Protocol.

To hold schools to account for decisions made through the FAP, admitting children who are allocated via this route without delay and escalating any situation where this doesn't happen as described within the Protocol.

To ensure that the best interests of children and families are at the centre of all decisions made.

Operation

For Primary FAP referrals in Rotherham a tiered system will operate:

Direct discussion- RMBC and school

Locality Panel Meeting- All schools within a reasonable distance and RMBC

Strategic FAP (SFAP)- 3 independent head teachers and RMBC

Where children are referred to the FAP following the refusal of a school place and RMBC believe that there are places available in other local schools at a reasonable distance, they may contact these schools directly to explore the possibility of a placement. This ensures that children spend the minimum amount of time out of school and facilitates them being considered further along the FAP process as it can be demonstrated that there are no places available at any school within a reasonable distance of their home.

Where a child remains without a school place then a locality panel of all schools within a reasonable distance of the child's home will be called and papers provided with at least 5 days notice. The aim of this panel is to seek a local solution and agreement of the school that the child should attend. If a school doesn't attend this doesn't preclude consideration of this school; if the panel feel that this is the most appropriate school for the child a recommendation can be made that this placement is made. If the placement is not subsequently agreed by the recommended school following panel then a referral may be made to SFAP for a binding decision. For any child remaining unplaced after panel then a referral to SFAP will be made.

If a referral to a Strategic FAP panel is required then this will be convened by RMBC within a week of the locality panel and will comprise 3 independent head teachers and RMBC representatives.

All schools are expected to participate in and admit children in accordance with the FAP, even when the school is full.

Participation means making available a representative with delegated decision making power to attend and participate in meetings called regarding the placement of students via the FAP.

RMBC responsibilities

Convene FAP meetings for unplaced primary students as required (usually via TEAMS).

Seek all relevant and available information about children referred for placement to ensure that decisions that support appropriate placement can be made.

Provide referral paperwork at least 5 days in advance of the meeting.

Maintain and circulate with the agenda local data to support decision making. This will include information such as, number of children already admitted in the academic year through FAP, number on roll, original PAN for the year group at the point of entry, level of in year pupil movement, number of children with EHCP/ SEND on roll, number of children who are LAC number of children permanently excluded, OFSTED category and any particular pressures/ support needs that the local authority is aware of.

Follow up the admission of children allocated through the FAP.

School responsibilities

To consider all parental applications and offer where possible places through the in year admissions process.

To make available for discussions a representative with delegated decision making power to agree placements via the FAP, even though the school may be full. This representative should be familiar with the Rotherham FAP and legislative context underpinning this.

To feed intelligence in to the FAP, as and when it is required, on individual children or families of children. There is a moral and social obligation to be open and honest about the records of individual pupils to allow any receiving school to establish an appropriate support package for any child who is offered a place via the FAP.

To engage in shared local discussions through agreed routes to support pupils who are at risk of exclusion and prevent a subsequent need for placement via the FAP following a permanent exclusion. Schools will endeavour to avoid a permanent exclusion and will utilise the full range of support available through the Rotherham Inclusion Pathway in doing so.

Referrals

Referrals will be made directly from the School Admission Team at RMBC when a child is without a school place following an unsuccessful application, including when a school has refused on the grounds of challenging behaviour as outlined in 3.10-3.13 of the School Admissions Code 2021.

Eligibility for the Fair Access Protocol does not limit a parent's right to make an in year application and all applications must be processed in accordance with the admission authority's determined admission arrangements. They must not refuse to admit children on the basis that they may be eligible to be placed via the Fair Access Protocol. The parent will continue to have the right of appeal for any place they have been refused, even if the child has been offered a school place via the Fair Access Protocol.

Fair Access should not be used as a means to circumvent the usual admission process; the School Admissions Code 2021 specifies that FAP may only be used as follows:

3:17 Fair Access Protocols may only be used to place the following groups of vulnerable and/or hard to place children, where they 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 Protocol.*
- b) children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol.*
- 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.

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 Protocol in accordance with paragraph 3.10 of this Code.

k) children for whom a place has not been sought due to exceptional circumstances.

l) children who have been out of education for four 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.

m) previously looked after children for whom the local authority has been unable to promptly secure a school place

In Rotherham, children meeting criterion d) will be referred directly from the Primary Inclusion Panel where it is agreed that reintegration to school directly following a permanent exclusion is the most appropriate route for the child, or from Rotherham Aspire (PRU) where children have spent a period of time attending the setting and are assessed by Aspire as requiring a return to mainstream. The process map for the reintegration of permanently excluded students can be viewed in Appendix 1.

The School Admission Code 2021 (footnote 76) provides a definition of challenging behaviour as being *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. We would expect this behaviour to significantly interfere with the pupil's/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:

- 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.

Consideration of placements

Where it has been agreed that a child will be considered under the Fair Access Protocol, a school place must be allocated for that child within 20 school days. The appeals process is independent from the FAP and the fact that an appeal has been lodged for a child is not a reason to delay the FAP process, or for the school the appeal has been lodged against not to be considered. Parents retain the right of appeal against the refusal of any of their preferred school place(s) even where a child has been referred to the FAP and a place at an alternative school has been allocated through the FAP process. The FAP retain the authority to allocate a place at a school even if they have been refused a place at appeal, as the duty of the FAP is to balance the prejudice against all schools in an area as opposed to the remit of an appeal panel to consider the prejudice to one individual school.

There is an expectation that schools admit children via the FAP even when they are full and children referred for placement via the FAP can take priority over any child on a waiting list.

Infant classes (those where the majority of children will reach the age of 5, 6 or 7 during the school year) must not contain more than 30 pupils with a single school teacher. Additional children may be admitted under limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children include children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance.

Although there is no duty to comply with parental preference when allocating places through the FAP, parents view should be taken into account and there should be consideration of whether the placement allocated through FAP is appropriate for a child and any needs they may have.

Where children are returning from Elective Home Education or have spent a period of time missing education, consideration will usually be given to placement at their most recent Rotherham school attended, unless compelling reasons against this are presented.

The FAP will make a decision about the most appropriate educational placement for each child referred in a fair, equitable and consistent manner, using the information made available by RMBC and taking into account the views of the school(s) concerned. Information that will be considered in coming to a decision is:

- The needs of the child and family in the context of an appropriate placement- travel time to school, relationships to be considered e.g. siblings, support needs of the child
- The objections raised by one or more schools against the best interests of the child
- Length of time the child has been out of school / education
- Any resource issues
- Advice on multi-agency support required

Communication of decisions and admission of children

Decisions made via the FAP will be communicated in the first instance to the school concerned if they are not yet aware and subsequently to the applicant.

Once they have been allocated a school place via the Fair Access Protocol, arrangements should be made for the child to start at the school as soon as possible. The process schools are expected to follow when a place is allocated and a child has not yet started is detailed at Appendix 2.

Where schools cannot make contact with parents or carers, or an admission does not proceed the agreed CME process should be followed by school staff as with any other allocation of a place. The only exception to this is where a child is already on roll at Aspire, and in this event the agreed process for reintegration of students who have been permanently excluded should be followed.

Children for whom mainstream education is not yet possible

Where children have been attending a PRU or alternative provision in another local authority area at the point of their move to Rotherham, a referral will usually be made directly to Rotherham Aspire for continuing assessment and placement. There is an expectation that children will be presented at a subsequent FAP by Rotherham Aspire at the point they are assessed as requiring a return to mainstream provision.

For children with complex SEND, including those who previously had an EHCP that has ceased due to a move out of the country, the Fair Access team at RMBC will arrange a 'Complex SEND' meeting with colleagues from RMBC's SEND service. The aim of this meeting will be to determine appropriate next steps for placement based on current information available about the child and their needs. This may be a referral for placement through FAP if this is deemed an appropriate outcome from this meeting.

Escalation

In the unlikely event that a school or academy refuses to admit a child allocated a school place through the fair access protocol, then best endeavours will be made to resolve this locally between RMBC and the school will be made. If this local resolution is not successful then steps as detailed in the School Admission Code 2021 (3.23-3.29) to make or request direction to admit from the Secretary of State (in the case of an Academy) will be followed.

Review

The local authority must produce an annual report on admissions for all schools in their area and send this to the Schools Adjudicator. This details the numbers of children admitted via FAP and an assessment of the effectiveness of the FAP.

A report will be presented in the Autumn Term to primary heads detailing a review of the FAP and its operation in Rotherham during the previous academic year.

In the event that the majority of schools in Rotherham can no longer support the principles and approach of the local Fair Access Protocol, they should initiate a review with the local authority by contacting the Fair Access Principal Officer. The existing Fair Access Protocol will remain binding on all schools in the local area until the point at which a new one is adopted.

Membership of the Primary Locality Panel

The Panel consists of:

1. Members with a voting right:
 - Primary Head Teachers / representatives with a voting mandate of 1 vote per School represented
 - Head of Service - Access to Education or deputy with 1 vote
 - Head of Aspire or deputy (invited where discussions concern a child requiring reintegration from the PRU to mainstream) with 1 vote
2. Members attending to facilitate the meeting and offer professional advice and opinion:
 - Permanent LA Officers from the Access to Education Team 2
 - Permanent Officers linked to the Children and Young People's Service eg. Early Help, Social Care, Inclusion service
 - Invited other professionals depending on the agenda who have no voting rights but may be able to offer professional advice and opinion

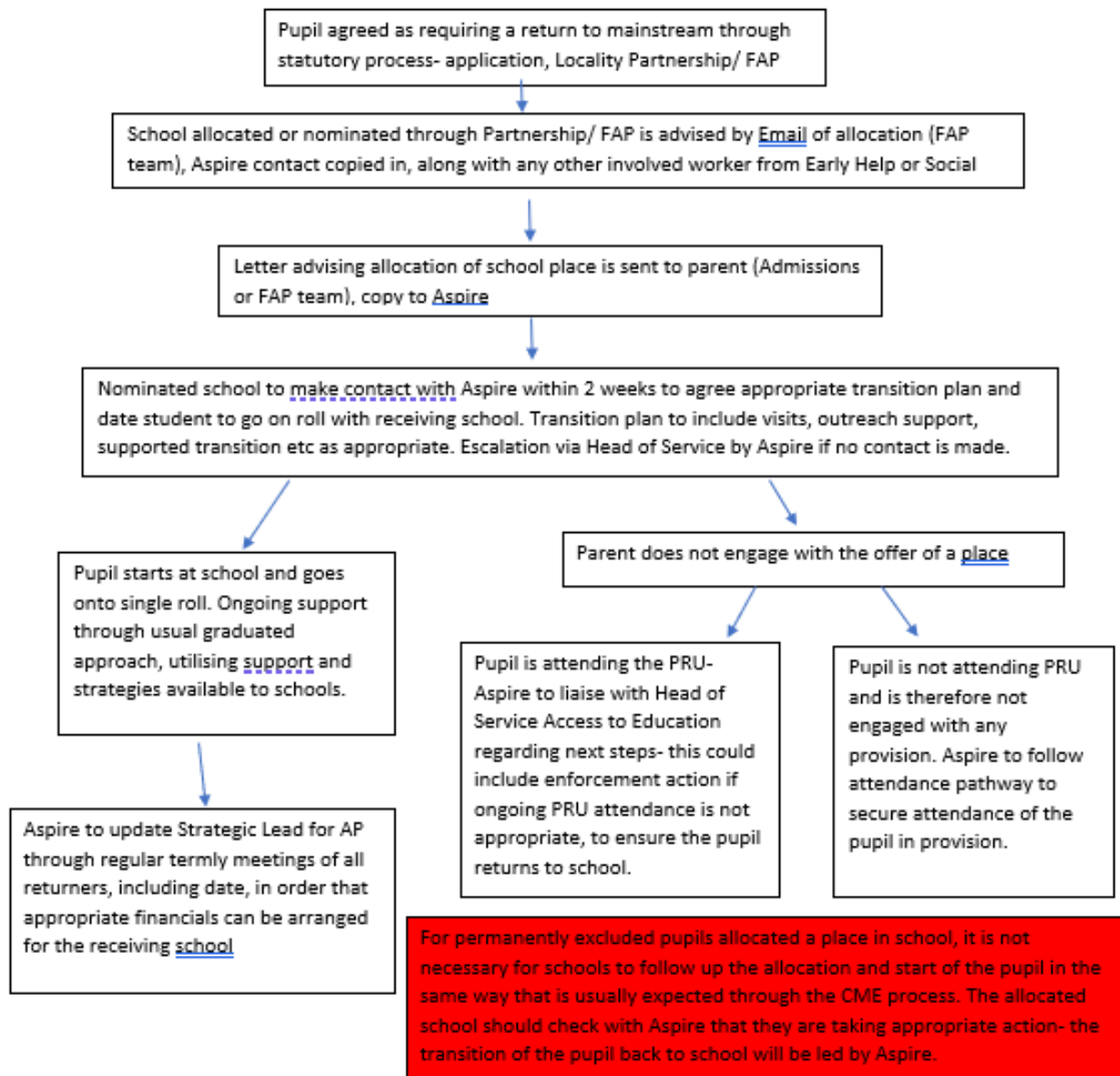
To be quorate, the Primary FAP Panel will be 3 representatives from schools / settings with a voting mandate and 1 LA officer with a voting mandate.

Membership of the Strategic FAP

1. Members with a voting right:
 - 3 primary Head Teachers / representatives who are independent of the schools being considered in that they are not part of the locality of schools and are from different Trusts where possible, with a voting mandate of 1 vote each
 - Head of Service - Access to Education or deputy with 1 vote
 - Head of Aspire or deputy (invited where discussions concern a child requiring reintegration from the PRU to mainstream) with 1 vote

2. Members attending to facilitate the meeting and offer professional advice and opinion:
 - Permanent LA Officers from the Access to Education Team 2
 - Permanent Officers linked to the Children and Young People's Service e.g. Early Help, Social Care, Inclusion Service
 - Invited other professionals depending on the agenda who have no voting rights but may be able to offer professional advice and opinion

Appendix 1- Reintegration of permanently excluded students



Transition back to an identified school will be led by Aspire. If at any point during the process and before the pupil has returned to the roll of a mainstream school, their circumstance or readiness to access this change, then the place will remain allocated but Aspire will plan with the receiving setting when/ if transition should happen.

Advice at any point in the process can be sought from the Head of Service, Access to Education.

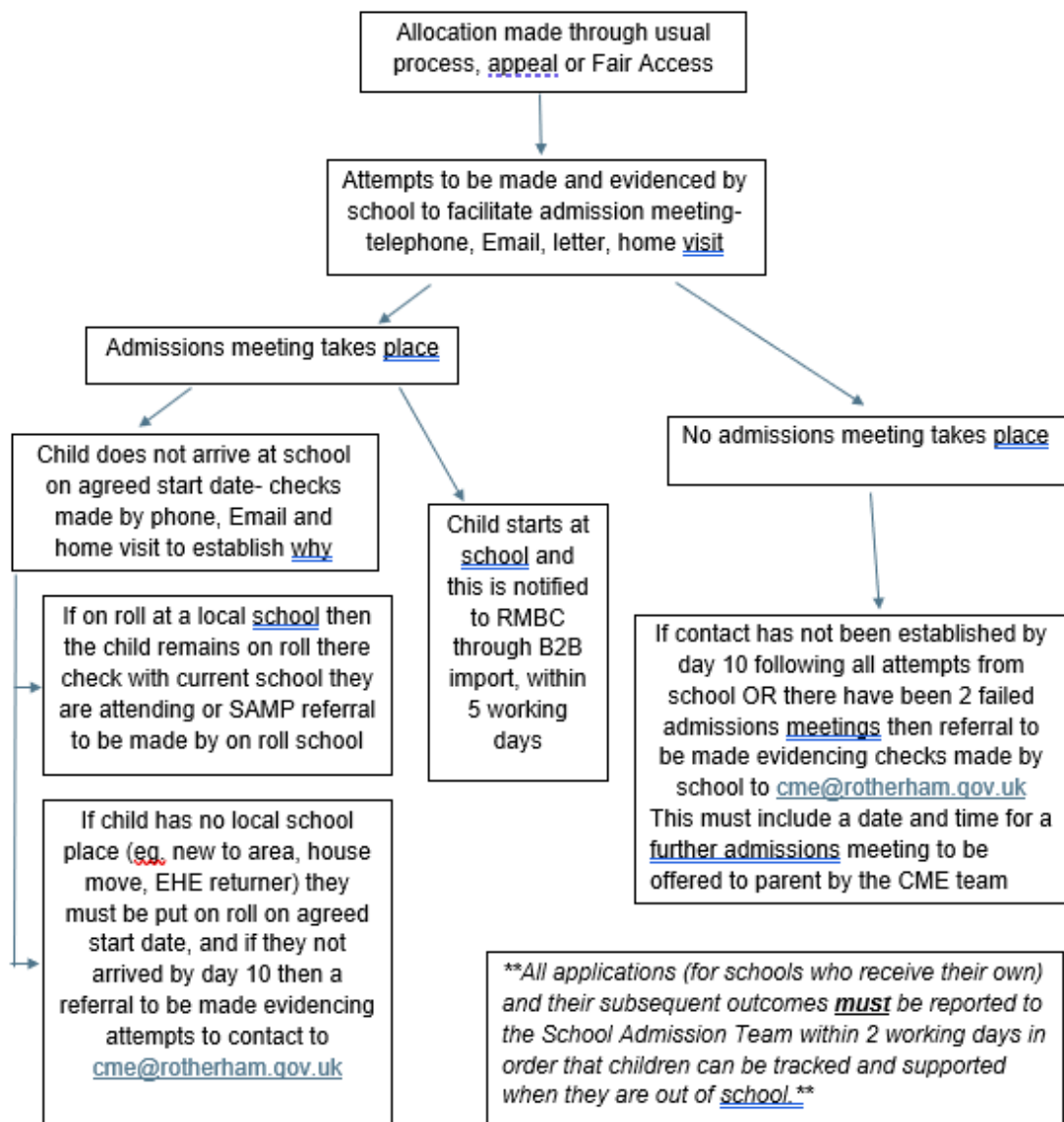
All decisions made will be in the best interests of the child concerned, considering all information available to decision makers.

Appendix 2- Follow up of students allocated where contact cannot be made

Follow up of children who do not arrive following allocation of a school place

Purpose:

To ensure prompt follow up when children have been allocated a school place in order that they do not become Children Missing Education. To ensure that statutory responsibilities as outlined in RMBC's Children Missing for Education are discharged.



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Secondary Fair Access Protocol (FAP)

Introduction

Each Local Authority is required to have in place a Fair Access Protocol to ensure that - outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered an education place quickly, so that the amount of time any child is out of school is kept to the minimum.

All admissions authorities must participate in the FAP once it is agreed by the majority of schools in the area. This includes, making available a representative who is authorised to participate in discussions, make decisions on placing children via the Protocol, and admitting pupils when asked to do so in accordance with the Protocol, even when the school is full.

The Rotherham Secondary FAP has been designed to best meet local need by:

- ensuring that children who require a school place through FAP are allocated one and admitted quickly and
- promoting a culture of openness and transparency between schools and the Local Authority to ensure that the needs of each school are considered through the FAP.

The Rotherham Fair Access Protocol should be read alongside key documents that underpin it:

- [DfE School Admissions Code 2021](#)
- [Fair access protocols: advice for local authorities and school admission authorities](#)

Aims

To ensure that unplaced and vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible.

Provide a defined route for children who are permanently excluded or those who require reintegration from the PRU to be allocated and admitted to a school place.

Ensure that the needs of children for whom mainstream education is not yet possible are met.

Identify school places for children who require one to progress a School Attendance Order as they are not in receipt of a suitable education. This may include children who have been Electively Home Educated and the Local Authority cannot be satisfied that they are in receipt of suitable education.

That through data informed decision making, ensure that no school is asked to take a disproportionate number of children who have been permanently excluded from other schools, who display challenging behaviour, or who are placed via the Protocol.

To hold schools to account for decisions made through the FAP, admitting children who are allocated via this route without delay and escalating any situation where this doesn't happen as described within the Protocol.

To ensure that the best interests of children and families are at the centre of all decisions made.

Operation

All schools are expected to participate in and admit children in accordance with the FAP, even when the school is full.

Participation means making available a representative with delegated decision making power to attend and participate in meetings called regarding the placement of students via the FAP.

For Secondary FAP referrals in Rotherham a tiered system will operate:

Locality Partnership Meeting- All schools within the defined locality and RMBC

Strategic FAP (SFAP)- A nominated representative from each locality and RMBC

Locality Partnerships

Locality partnerships will consist of a representative from each school within each defined area (North, Central and South East) and will meet with the aim of considering students at risk of permanent exclusion, those requiring a fresh start via an Off Site Direction or Managed Move and those students requiring placement via the FAP. Panels will meet with the intention of providing mutual support and guidance to support vulnerable children across the area. Meetings will be scheduled by RMBC on a 3 weekly basis throughout the school year and should be attended by a school representative who has the authority to discuss the students being presented and participate in decision making regarding students presented by other schools and RMBC. The new locality partnership meeting will cover current functions delegated to PMG and Secondary Inclusion panel and as such support agencies from RMBC will be invited to attend as appropriate- Early Help, SEND and Virtual School alongside the Strategic Lead for Inclusion and Alternative Provision.

With regard to FAP decisions, the aim of this meeting is to seek a local solution and agreement of the school that the child should attend. If a school doesn't attend this doesn't preclude consideration of this school; if the panel feel that this is the most appropriate school for the child a recommendation can be made that this placement is made. If the placement is not subsequently agreed by the recommended school following the Locality Partnership meeting then a referral may be made to SFAP for a binding decision. For any child remaining unplaced after panel then a referral to SFAP will be made. For all FAP referrals to Locality Panel from RMBC, papers will be circulated 5 working days in advance of the meeting.

Managed Moves and Off Site Directions fall outside of the statutory duty imposed on FAP but should be used by schools as a means to prevent exclusion and agreed on a local basis at the locality meeting.

Strategic Fair Access Panel

Strategic FAP panels will be scheduled on a 3 weekly basis, always in the week directly following locality partnership meeting. For any children requiring escalation to SFAP for placement, papers will be circulated 3 working days prior to SFAP to the representatives attending. The SFAP will be attended by RMBC representatives and one nominated representative from each locality. It is for head teachers in the locality to agree the representative, this can be a permanent nominated representative or

rotating representation from all schools within the area. RMBC will request details at the start of each term of panel attendees from the partnership in order to ensure that invites are issued accordingly.

RMBC responsibilities

Issue at the start of each school year invites for Locality Partnership and Strategic FAP meetings.

Seek all relevant and available information about children referred for placement to ensure that decisions that support appropriate placement can be made.

Provide referral paperwork at least 5 days in advance of the Locality Partnership meeting and 3 working days in advance of SFAP.

Maintain and circulate with the agenda local data to support decision making. This will include information such as, number of children already admitted in the academic year through FAP, number on roll, original PAN for the year group at the point of entry, level of in year pupil movement, number of children with EHCP/ SEND on roll, number of children who are LAC, number of children permanently excluded, OFSTED category and any particular pressures/ support needs that the local authority is aware of.

Follow up the admission of children allocated through the FAP.

School responsibilities

To consider all parental applications and offer where possible places through the in year admissions process.

To make available for discussions a representative with delegated decision making power to agree placements via the FAP, even though the school may be full. This representative should be familiar with the Rotherham FAP and legislative context underpinning this.

To feed intelligence in to the FAP, as and when it is required, on individual children or families of children. There is a moral and social obligation to be open and honest about the records of individual pupils to allow any receiving school to establish an appropriate support package for any child who is offered a place via the FAP.

To engage in shared local discussions through agreed routes to support pupils who are at risk of exclusion and prevent a subsequent need for placement via the FAP following a permanent exclusion. Schools will endeavour to avoid a permanent exclusion and will utilise the full range of support available through the Rotherham Inclusion Pathway in doing so.

To agree within the Locality Partnership arrangements for the chairing and management of the meeting.

Referrals

Referrals will be made directly from the School Admission Team at RMBC when a child is without a school place following an unsuccessful application, including when a school has refused on the grounds of challenging behaviour as outlined in 3.10-3.13 of the School Admissions Code 2021.

Eligibility for the Fair Access Protocol does not limit a parent's right to make an in year application and all applications must be processed in accordance with the admission authority's determined admission arrangements. They must not refuse to admit children on the basis that they may be eligible to be placed via the Fair Access Protocol. The parent will continue to have the right of appeal for any place they have been refused, even if the child has been offered a school place via the Fair Access Protocol.

Fair Access should not be used as a means to circumvent the usual admission process; the School Admissions Code 2021 specifies that FAP may only be used as follows:

3:17 Fair Access Protocols may only be used to place the following groups of vulnerable and/or hard to place children, where they 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 Protocol.*
- b) children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol.*
- 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.*
- 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 Protocol in accordance with paragraph 3.10 of this Code.*
- k) children for whom a place has not been sought due to exceptional circumstances.*
- l) children who have been out of education for four 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.*
- m) previously looked after children for whom the local authority has been unable to promptly secure a school place*

In Rotherham, children meeting criterion d) will be referred through the Locality Partnership where it is agreed that reintegration to school directly following a permanent exclusion is the most appropriate route for the child, or from Rotherham Aspire (PRU) where children have spent a period of time attending the setting and are assessed by Aspire as requiring a return to mainstream. The process map for the reintegration of permanently excluded students can be viewed in Appendix 1.

The School Admission Code 2021 (footnote 76) provides a definition of challenging behaviour as being *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. We would expect this behaviour to significantly interfere with the pupil's/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:

- 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.

Consideration of placements

Where it has been agreed that a child will be considered under the Fair Access Protocol, a school place must be allocated for that child within 20 school days. The appeals process is independent from the FAP and the fact that an appeal has been lodged for a child is not a reason to delay the FAP process, or for the school the appeal has been lodged against not to be considered. Parents retain the right of appeal against the refusal of any of their preferred school place(s) even where a child has been referred to the FAP and a place at an alternative school has been allocated through the FAP process. The FAP retain the authority to allocate a place at a school even if they have been refused a place at appeal, as the duty of the FAP is to balance the prejudice against all schools in an area as opposed to the remit of an appeal panel to consider the prejudice to one individual school.

There is an expectation that schools admit children via the FAP even when they are full and children referred for placement via the FAP can take priority over any child on a waiting list.

Although there is no duty to comply with parental preference when allocating places through the FAP, parents view should be taken into account and there should be consideration of whether the placement allocated through FAP is appropriate for a child and any needs they may have.

Where children are returning from Elective Home Education or have spent a period of time missing education, consideration will usually be given to placement at their most recent Rotherham school attended, unless compelling reasons against this are presented.

The FAP will make a decision about the most appropriate educational placement for each child referred in a fair, equitable and consistent manner, using the information made available by RMBC and taking into account the views of the school(s) concerned. Information that will be considered in coming to a decision is:

- The needs of the child and family in the context of an appropriate placement- travel time to school, relationships to be considered e.g. siblings, support needs of the child
- The objections raised by one or more schools against the best interests of the child
- Length of time the child has been out of school / education
- Any resource issues
- Advice on multi-agency support required

Communication of decisions and admission of children

Decisions made via the FAP will be communicated in the first instance to the school concerned if they are not yet aware and subsequently to the applicant.

Once they have been allocated a school place via the Fair Access Protocol, arrangements should be made for the child to start at the school as soon as possible. The process schools are expected to follow when a place is allocated and a child has not yet started is detailed at Appendix 2.

Where schools cannot make contact with parents or carers, or an admission does not proceed the agreed CME process should be followed by school staff as with any other allocation of a place. The only exception to this is where a child is already on roll at Aspire, and in this event the agreed process for reintegration of students who have been permanently excluded should be followed.

Children for whom mainstream education is not yet possible

Where children have been attending a PRU or alternative provision in another local authority area at the point of their move to Rotherham, a referral will usually be made directly to Rotherham Aspire for continuing assessment and placement. There is an expectation that children will be presented at a subsequent FAP by Rotherham Aspire at the point they are assessed as requiring a return to mainstream provision.

For children with complex SEND, including those who previously had an EHCP that has ceased due to a move out of the country, the Fair Access team at RMBC will arrange a 'Complex SEND' meeting with colleagues from RMBC's SEND service. The aim of this meeting will be to determine appropriate next steps for placement based on current information available about the child and their needs. This may be a referral for placement through FAP if this is deemed an appropriate outcome from this meeting.

Escalation

In the unlikely event that a school or academy refuses to admit a child allocated a school place through the fair access protocol, then best endeavours will be made to resolve this locally between RMBC and the school will be made. If this local resolution is not successful then steps as detailed in the School Admission Code 2021 (3.23-3.29) to make or request direction to admit from the Secretary of State (in the case of an Academy) will be followed.

Review

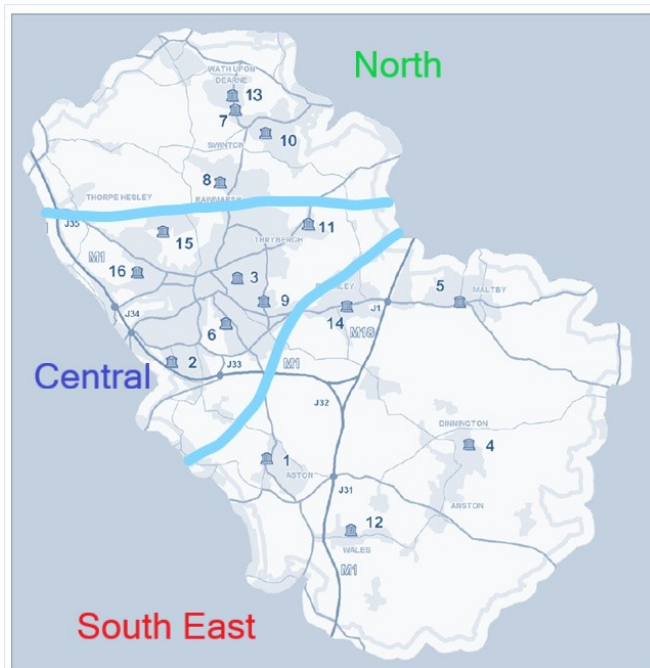
The local authority must produce an annual report on admissions for all schools in their area and send this to the Schools Adjudicator. This details the numbers of children admitted via FAP and an assessment of the effectiveness of the FAP.

A report will be presented in the Autumn Term to secondary heads detailing a review of the FAP and its operation in Rotherham during the previous academic year. Termly data will be issued by Email to all heads to ensure that the process is open and transparent.

In the event that the majority of schools in Rotherham can no longer support the principles and approach of the local Fair Access Protocol, they should initiate a review with the local authority by

contacting the Fair Access Principal Officer. The existing Fair Access Protocol will remain binding on all schools in the local area until the point at which a new one is adopted.

Membership and remit of the Secondary Locality Partnerships



No	School Name	No	School Name
1	Aston Academy	9	St. Bernard's Catholic High School
2	Brinsworth Academy	10	Swinton Academy
3	Clifton Community School	11	Thrybergh Academy & Sports College
4	Dinnington High School	12	Wales High School
5	Maltby Academy	13	Wath Academy
6	Oakwood High School	14	Wickersley School & Sports College
7	Saint Pius X Catholic High School	15	Wingfield Academy
8	Rawmarsh Community School	16	Winterhill School

The Partnership meeting consists of:

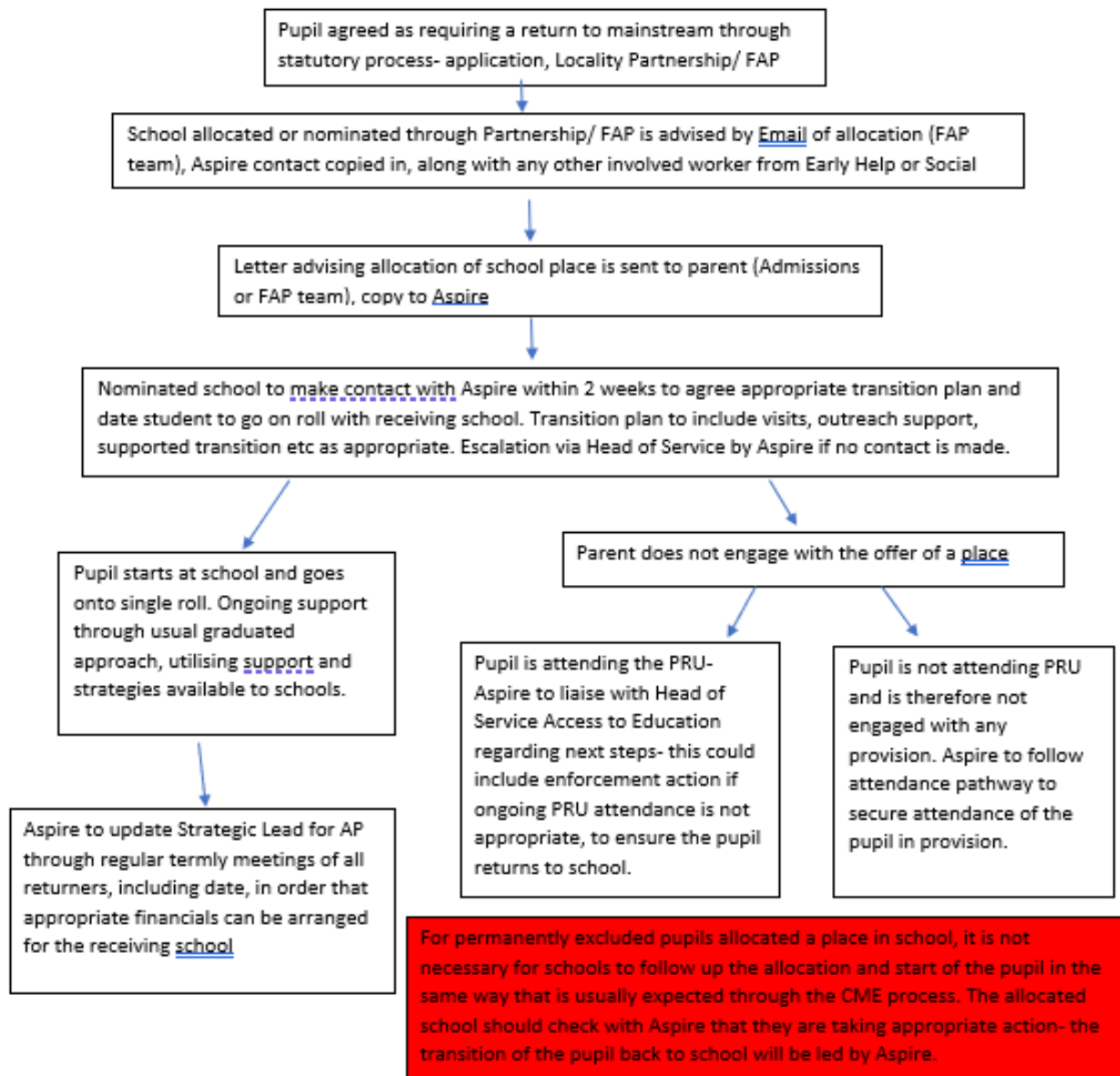
- Secondary Head Teachers / delegated representatives
- RMBC Fair Access representative
- Head of Aspire or deputy
- Permanent Officers linked to the Children and Young People's Service eg. Early Help, Social Care, Inclusion service
- Invited other professionals depending on the agenda who may be able to offer professional advice and opinion

Membership of the Strategic FAP

1. Members with a voting right:
 - One executive level representative (e.g. Headteacher / Principal / CEO) nominated from each partnership on either a permanent or rotating basis (with 1 decision making vote each)
 - Head of Service - Access to Education or deputy (with 1 vote) (Chair)
 - Head of Aspire or deputy (with 1 vote)
2. Members attending to facilitate the meeting and offer professional advice and opinion:
 - Permanent LA Officers from the Access to Education Team
 - Permanent Officers linked to the Children and Young People's Service e.g. Early Help, Social Care, Inclusion Service
 - Invited other professionals depending on the agenda who have no voting rights but may be able to offer professional advice and opinion

To be quorate, the Strategic Panel will be 2 representatives from schools / settings and 1 LA officer with voting rights.

Appendix 1- Reintegration of permanently excluded students



Transition back to an identified school will be led by Aspire. If at any point during the process and before the pupil has returned to the roll of a mainstream school, their circumstance or readiness to access this change, then the place will remain allocated but Aspire will plan with the receiving setting when/ if transition should happen.

Advice at any point in the process can be sought from the Head of Service, Access to Education.

All decisions made will be in the best interests of the child concerned, considering all information available to decision makers.

Appendix 2- Follow up of students allocated where contact cannot be made

Follow up of children who do not arrive following allocation of a school place

Purpose:

To ensure prompt follow up when children have been allocated a school place in order that they do not become Children Missing Education. To ensure that statutory responsibilities as outlined in RMBC's Children Missing for Education are discharged.

