

# **BARNSLEY FAIR ACCESS PROTOCOL REPORT**



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## **Barnsley FAP provision report**

### **Purpose of report:**

This report has been commissioned by Barnsley Local Authority (LA) to test out the quality of its Fair Access Protocols (FAP) and related policies and procedures.

*'The purpose of Fair Access Protocols is to ensure that - outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. This is why every local authority is required to have in place a Fair Access Protocol, developed in partnership with local schools.'* (DfE Nov 2012).

The LA brief comprised the following:

- To evaluate 30 FAP referrals (selected from the start and end of the 2016-17 academic year), including the pre FAP process, decisions made by the panel at FAP, and pupils post FAP profile and outcomes. Criteria to be considered included:

### **Pre FAP expectations:**

- Prior to referral, pupils have been provided with the best possible support for their needs, including an assessment of need, cycles of plan-do-review against assessments, curriculum support and implementation of actions from assessments, particularly for SEND/vulnerable pupils.
- All avenues have been considered prior to FAP referral including; schools making reasonable adjustments, consideration of alternative provision, SWAPP and the provision of an Early Help Assessment, Action Plan and where appropriate, a team around the family.
- External support, including additional Early Help support (if required) and any bespoke support to meet needs has been put in place, tried and evaluated.
- The referral paperwork offers the best opportunity for schools to present an outline of need alongside what has worked and what has not worked.
- Parent and pupil voice has been considered and evidenced fully.

### **At FAP expectations:**

- Decisions made are compliant with statutory duties and Barnsley's FAP protocol.
- Minutes reflect detailed consideration of placement, or otherwise, of each FAP referral.
- A clear understanding of need(s) is presented with consideration of what the provision might look like to meet that need(s).
- Pupils are placed in appropriate provision, including consideration of impact on PRU placements through FAP.
- Parent and pupil voice has been considered and evidenced fully.

### **Post FAP expectations:**

- We are assured that pupils settle, or otherwise in provision post FAP and have the best opportunity to success.
- Receiving school and previous school work with parents and pupil to develop a reintegration plan.
- As few pupils as possible return to FAP as re-referrals.
- Parent and pupil voice has been considered and evidenced fully.
- Pupils' outcomes are tracked and reported at FAP in order to continually evaluate decision-making.

The outcomes of this research will inform future practices and provision for vulnerable pupils in the LA's primary schools, secondary schools, Academies and the borough's PRU provision.

### **Evidence base:**

The consultant made reference to the LA's FAP policy document and related flow charts. He scrutinised 30 referrals that had been through the FAP process during the course of the last academic year (2016-17) including the beginning of the year and towards the end. He analysed the content of these referrals in regard to reports provided by the schools and contributions from other agencies and relevant professionals. The minutes of FAP referral meetings were considered alongside the administration team's analysis of the number of referrals, re-referrals and referring schools.

The consultant held a number of discussions with the LA's Head of Services. He also met with the Lead Educational Psychologist and one Academy headteacher. Discussions were held with the Vice Principal at Springwell Academy and the FAP Administrative Officer, also based at Springwell.

### **Methodology:**

The consultant made use of pupil profile sheets to record his findings when scrutinising the FAP referrals (see appendix section of this report). Direct reference was made to criteria relating to the SEN Code of Practice (January 2014) as well as the LA brief (described above) when judging the quality of the paperwork provided by school admissions, secondary schools, Academies and other agencies and relevant professionals. A three-point scale was applied relating to each of the eight criteria – a rating of three equating to strong practice; two where improvements were needed and one where there were perceived weaknesses. The minutes of FAP meetings were also examined to explore the detail of recommendations made for each referral.

The judgements made, alongside qualifying comments, were transferred on to a spreadsheet (see appendix for analysis) in order to determine the quality of provision and related outcomes for pupils going through the FAP process. The outcomes of the above

research can be seen below in the 'details of findings', prefaced by 'headline findings' and 'suggested action'

### **Headline findings:**

#### **Strengths of the FAP process:**

- In Barnsley, there is a strong commitment for schools, service providers and other partners to work together to meet the needs of it's children.
- Schools and Academies work collaboratively in search of placements for vulnerable pupils.
- There is strong and efficient FAP administrative support.
- Administrative support staff have provided useful information to inform the FAP process regarding: numbers of referrals and re-referrals; the nature of pupils' needs; gender; average year group of referrals.
- There would appear to be strong pastoral support systems in the vast majority of schools and Academies partaking in the FAP process.
- Schools' and Academies' attendance and behaviour tracking systems are strong.
- A number of schools and Academies work well with other agencies to ensure targeted support for pupils and their families.
- Most schools and Academies adhere consistently to current FAP protocols and procedures.

#### **Areas to improve:**

- The FAP policy and protocols do not reflect fully the statutory guidance contained in the SEND Code of Practice.
- Too few schools and Academies provide clear, accessible information about pupils' learning, behaviour and emotional wellbeing in the form of an agreed and shared inclusion plan.
- Too few schools and Academies follow the assess, plan, do, review (APDR) process explained in the SEND Code of Practice.
- Reports provided by schools and Academies at FAP meetings provide insufficient information about the impact of interventions with reference to agreed and shared targets.
- FAP referrals rarely include evidence of SENCO input and impact.
- Decisions made at FAP do not include precise information about pupils' needs, targets and intervention strategies which is then shared productively with receiving schools and Academies.
- It is not possible to keep a precise track of pupils' progress post-FAP because of current FAP procedures.
- The views of parents and pupils are not fully considered as part of the FAP process.
- The impact of arrangements between schools via SWAPP and with other agencies (e.g. Via Ed Psych referrals and advice) should be better coordinated and timed to coincide with and inform FAP meetings.

- There are gaps in schools' and Academies' knowledge, skills and understanding in how to meet the needs of some SEN groups (especially relating to mental health and complex learning needs).
- The holistic progress and outcomes of referred pupils to FAP are a cause for concern.

**Suggested action:**

**Strengthen and clarify FAP protocols and procedures, thus leading to improved provision and outcomes for vulnerable pupils, by:**

- reviewing the current FAP protocols so that there is a greater reference to the statutory guidance provided in the SEND Code of Practice (for example, following a strict 'assess, plan, do, review' approach when planning to meet the needs of vulnerable pupils).
- ensuring that future decisions made at FAP are fully-minuted to incorporate details of pupils' needs, targets and suggested intervention strategies.
- ensuring that decisions made at FAP are followed up and evaluated to inform post-FAP meetings.
- ensuring that school SENCos partake in the FAP process via to ensure that pupils' holistic needs are fully-considered when making decisions at FAP meetings.
- ensuring that referring schools provide clear evidence of progress made by pupils (or not) towards agreed targets based upon their individual needs prior to agreed interventions.
- making full use of data analysis information provided by the administrative team to inform future FAP practices.

**Improve and strengthen the capacity of schools and Academies to meet the needs of vulnerable pupils by:**

- conducting an LA-wide review of inclusive practices in secondary high schools, Academies (including special schools and pupil referral units)
- auditing schools' and Academies (including special schools and pupil referral units) training needs when meeting the needs of pupils with extreme and challenging behaviours (including aspects of mental health, autistic spectrum disorder, conduct disorders and specific learning difficulties)
- agreeing, organising and implementing an LA-wide programme of training that focuses upon the outcomes of the above actions.
- sharing the best practices already in evidence across the LA.

**Improve and strengthen the partnership working between schools and Academies and with parents, carers and other agencies, by:**

- conducting an LA-wide review of partnership working with parents and other agencies to identify the best practices and to inform future training needs and improvements in schools' and Academies' working practices.

- Coordinating the efforts made by schools and Academies to better meet the needs of pupils outside the remit of FAP (eg via SWAPP arrangements or when advised by the Educational Psychology Service).

### **Details of findings:**

The above headline findings and suggested action points have been fully-informed by the consultant's reference to his evidence-base. The entire evidence base (including details of discussions held, scrutiny of 30 pupil profiles, spreadsheet analysis) are placed with the LA Head of Services.

The appendix of this report provides sample evidence from two sets of FAP meetings (October, 2016 and May, 2017) to enable the reader to gain a flavour of the strengths and weaknesses of current FAP procedures in Barnsley under the following headings. The table below summarises the overall ratings for each aspect considered in this research study:

<b>Aspect</b>	<b>Rating (1 = weak, 2 = mix strengths and weaknesses, 3 = strong practices)</b>
<b>Levels of support via the home school</b>	Rated overall as 1.9 (some strengths, but requiring action)
<b>Provision via the 'plan, assess, do, review' approach, as per SEND Code of Practice</b>	Rated as 1.8 (some strengths, but requiring action)
<b>Staff skills in SEN and CPD/SENCO background</b>	Rated overall at 1.8 (some strengths, but requiring action)
<b>SEN information report-quality</b>	Rated overall as 1.5 (some strengths, but requiring action)
<b>Involvement of parents and pupils in decisions</b>	Rated overall at 1.8 (some strengths, but requiring action)
<b>Pupil outcomes – attendance, behaviour, learning, health, emotional well-being</b>	Rated overall at 1.6 (some strengths, but requiring action)
<b>Other agencies and schools' involvement in SEN provision</b>	Rated at 2.0 (strengths, but requiring some action)
<b>FAP protocols adhered to. Pupil settles in appropriate provision with improving outcomes</b>	Rated at 1.9 (some strengths, but requiring action).

There were very few differences between the ratings of each aspect of the FAP process when considering the October, 2106 and later May, 2017 FAP meetings.

Jon Ashley  
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 September 20

Appendix i

Sample findings from a scrutiny of FAP referrals paperwork – informing the final report and recommendations:

Aspect of provision	Collated comments with ratings (1 = weak to 3 = strong practice)	Overall ratings (averaged)
Levels of support at home school (systems and procedures)	<p>Low level concerns prior to Year 10. Attendance and behavioural issues apparent in Year 10. Pastoral systems strong in regard to identifying needs, tracking and monitoring behaviour and attendance (2)</p> <p>Was at a Sheffield high school. PEX for persistent disruption. Measures taken by LA to find suitable school asap (2)</p> <p>Personalised timetable in evidence. No specific behaviour plan though. Use of FTE/sanctions (1)</p> <p>Detailed summary and analysis of pupils’ needs and support offered by school to pupil and parents. (3)</p> <p>Detailed and chronological account of pupils’ increasing behavioural difficulties – linked to home circumstances Also, evidence of SWAPP interventions as well as school-based. Information centres upon behaviour and sanctions as opposed to learning and interventions. (2)</p> <p>Good examples of how school staff made efforts to engage with pupil in potential conflict situations (eg not wearing school uniform; mobile phone use in school). (2)</p> <p>‘have exhausted every avenue of support for X’ – including ‘intensive pastoral support from the team on an almost daily basis’. – indicating a certain level of pastoral support (2)</p>	1.9



	<p>School established positive and supportive relationship with mother Clear policies around behaviour and attendance in place. Good pastoral set up. Intervention checklist includes reading tests and literacy interventions – lack SMART details. Possible CPD needs re tighter target setting for learning and behaviours and monitoring?</p> <p>Evidence in FAP notes indicates that school provides good pastoral support and follows up concerns with relevant agencies. The school provides a balance of evidence regarding positive learning, progress and attendance against recorded concerns about behaviour. (3)</p> <p>Evidence in FAP notes indicates that school provides good information about pupil’s attitudes and behaviour across subjects, with suggested actions. This demonstrates the potential for a whole school approach towards (2)</p>	
<p>Provision via ‘assess-plan-do-review’ cycle (including class-based support and interventions/EHCs)</p>	<p>No evidence apparent aside from reference to possible ADHD assessment (1)</p> <p>Moved to Spring Lane Inclusion Centre (Sheffield). Gradual integration; small class provision; positive phone calls to grandmother (3)</p> <p>Not in evidence. Breakdown of subject reports shows positive progress in Eng, Geog and Games but negative views in other subjects. Parents’ views are quite negative re school.(1)</p> <p>A wide range of documentation confirms that school has followed the SEN CoP guidance in regard to the APDR protocol. Pupil and parents have been fully included in the process. Personalised timetables in evidence. Individual behaviour plan used to good effect. School recognises positives as well as concerns.</p> <p>Details of pupil profile. Strategies, reading age etc shared with all subject staff to ensure a consistent approach. (3)</p> <p>Whilst written accounts of pupils’ behaviour and school sanctions/responses are in evidence, the details do not look at</p>	<p>1.8</p>

	<p>antecedents/behaviour/consequences (ie. Accounts tend to be descriptive). Little references made to what might prompt the difficult behaviour (tenuous links made to mental health issues and family relationships). The assess, plan, do, review approach is not apparent. The Early Help Assessment details do not seem to add any weight to the pupils' strengths and areas to improve, for example, when stating that pupil 'lacks self control' but that she is a good reader. How are these pieces of information used to plan for purposeful interventions? Has the pupil been involved in planning ahead for her needs (eg via 1-1 mentoring)? (1)</p> <p>School skilled in determining pupil's 'modus operandi' – ie attending school, but then behaving in such a way as to receive a FTE. Examples of APDR working are in evidence- pupil regularly-discussed at inclusion meetings leading to planned interventions re SEMH needs. (2)</p> <p>Good adherence to APDR cycle in regard to targets that had been set (involving pupil and parents, and with reference to the school's policy on SMART targets). The EHA plan is detailed and makes good references to strengths and needs of pupil and family members-thus leading to targeted area for action – especially in mental health and emotional well-being. (2)</p> <p>The school has completed assessments with a view to targeting needs (eg behaviour, reading and literacy). However, these assessments are not always followed up meaningfully (eg ref reading age of 7 yrs 4 mths (Sep 2016). There are pages of negative behaviours across many contexts (no balance of positive behaviours) – which indicate that support plans referred to have not had a positive impact over some time. (2)</p> <p>Whilst school provided some details about interventions and their success, these details are sketchy and do not have the rigour associated with the PADR process.(2)</p> <p>There would seem to be skills in day-to-day</p>	
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	<p>management of pastoral care, but an absence of SENCO-related skills (2)</p> <p>Teachers are sensitive to pupil's needs and suggest action points to improve attitudes and progress in learning. However, lack of a precise inclusion or behaviour plan overseen by the SENCO.(2)</p>	
Staff skills in SEN and CPD/SENCO background	<p>No reference made to specific school interventions (1)</p> <p>Sheffield PRU staff clearly experienced in meeting needs. (3)</p> <p>No evidence in paperwork. No reference to adherence to SEN CoP (1)</p> <p>Staff skills in evidence when exploring different avenues re learning and behaviour. (eg Diagnostic Star Reading report). Detailed Early Help Assessment in place.(3)</p> <p>Whilst there are genuine efforts to record pupils' behaviours and school responses (ie FTEs, internal exclusion) there is little evidence of evaluative reporting that then leads to purposeful and shared interventions towards reaching agreed learning and behavioural targets. (1)</p> <p>It would appear that there are regular meetings of staff in the Inclusion Team to discuss the needs of vulnerable pupils. There would seem to have been a sensitive approach taken to understand and make sense of the pupils' issues and needs but with little positive impact. (2)</p> <p>The school has clear policies in how to support pupils pastorally and in setting SMART targets. However, there is an extremely long list of recorded negative behaviours across a range of contexts/lessons without any reference to whether or not pupil achieved targets at any time, or, whether the behaviour plan might need to be changed.(2)</p> <p>The school has clear policies in how to support pupils pastorally. Assessments in reading completed-but no follow up? Also, see above</p>	1.8

	<p>comments. Need to check whether school has capacity to ensure that SEN support impacts upon teaching and learning across subjects?</p> <p>There would seem to be skills in day-to-day management of pastoral care and quite an inclusive approach taken by subject teachers (ref school report) (2)</p>	
SEN information report-quality	<p>No reference made to specific school interventions (2)</p> <p>Some detail provided in FAP notes to indicate good quality of provision and outcomes. (2)</p> <p>No suggestion of intervention work and impact in paperwork. (1)</p> <p>Report writing confirms that school has followed the SEN CoP guidance in regard to the APDR process (3)</p> <p>Reports are descriptive, chronological and informative (ie describe what has been going on), but do not provide evaluative ways forward (ie along the assess, plan, do, review route). (1)</p> <p>Reports submitted by the school indicates that some thought has gone into planning interventions for this pupil. However, there is a lack of target setting, tracking and monitoring of progress to ensure headway is made. (2)</p> <p>Ongoing observations focus long and hard on the negative behaviours from Dec 2015 to April 2016 (ie 4 months of negativity) (1)</p> <p>Reports do not balance negative with positive aspects of pupil's progress in learning, behaviour and attendance.</p> <p>Descriptive accounts of what school did as a result of the pupil's behaviour. No evidence of a behaviour plan with agreed targets and linked evaluation.(1)</p> <p>Descriptive accounts of what school did as a result of the pupil's behaviour. No evidence of a behaviour plan with agreed targets – eg with regard to PA (already an issue prior to drugs incident). (1)</p>	1.5
Involvement of	No reference made to specific school interventions	1.8

<p>parents and pupils in decisions</p>	<p>(1)</p> <p>Grandmother named carer. Had been involved in process. (2)</p> <p>No suggestion of intervention work and impact in paperwork. (1)</p> <p>Strong involvement of parents – for example, when considering whether or not pupil’s behaviour was linked to possible dyslexia. Full involvement of parents in Early Help Assessment. (3)</p> <p>Evidence that the main carer (grandmother) is involved, but less certain that pupil’s views are accounted for. (2)</p> <p>Evidence that parents are happy with referral to another school. However, no details available to underpin this view.(1)</p> <p>Parent included in school meetings about pupil and supported emotionally-eg via FIS support. (2)</p> <p>School were proactive in contacting parents to keep them informed, but no evidence of an agreed, shared plan of action. (2)</p> <p>School were proactive in contacting parents to keep them informed, but no evidence of an agreed, shared plan of action.(2)</p>	
<p>Pupil outcomes – attendance, behaviour, learning, health, emotional well-being</p>	<p>Poor attendance and deteriorating behaviour in Year 10. School records this with loose reference to pastoral team support. (1)</p> <p>Strong evidence of improved attendance and behaviour.(3)</p> <p>No suggestion of intervention work and impact in paperwork. (1)</p> <p>Close tracking of pupil’s progress in each area of development (ref Y9 data collection) to show a balance of progress and concerns. (3)</p> <p>It would seem that the pupil and school are encased in a cycle of misbehaviour and sanctions –</p>	<p>1.6</p>

	<p>evidenced by section 7 in the Early Help Assessment: 'X is not accessing learning in any form. When she does attend school she is generally so poorly behaved she receives exclusions.' (1)</p> <p>Poor outcomes due to persistent absence rate and difficulties in encouraging pupil to engage positively in school life. (1)</p> <p>Poor outcomes in that set behaviour targets were perhaps not realistic in regard to the planned outcomes (see above). Also, attendance was well-below the national average at 76.4% (1)</p> <p>Poor outcomes in behaviour and attitudes/engagement in lessons over a protracted period. As a result, progress in learning will have been affected.(1)</p> <p>FAP notes indicated that school had been able to demonstrate a fairly positive picture re attendance and learning, despite concerns about behaviour. (2)</p> <p>FAP notes indicated that pupil's attendance had been an ongoing issue (no plan to improve in evidence). Clearly the pupil has strengths in art and design, but struggles in other subjects (reading assessment done, not leading to intervention??) (1)</p>	
<p>Other agencies and schools' involvement in SEN provision</p>	<p>Would seem that a referral was made to EP service re ADHD (2)</p> <p>Involvement of attendance worker – would appear to be have been having an impact (2)</p> <p>Education at home while decisions are being made leading to negative effect on pupils' progress. (1)</p> <p>Strong engagement with parents and other agencies (eg dyslexia screening assessment) (3)</p> <p>Some engagement with other agencies in drawing up the EHA. Also, evidence of SWAPP intervention.)2)</p> <p>FAP decision looks positive in that social care rep will explore whether pupil might be enabled to attend her first choice school of Darton. However,</p>	<p>1.6</p>

	<p>much time has elapsed since the previous FAP referral. (2)</p> <p>CAHMS and Tavistock Clinic involvement. A complex gender identity case. Could be a prompt for LA-wide training? (2)</p> <p>FIS support in evidence and recorded – impact? Seemed to have been withdrawn because of non-compliance by pupil. (2)</p> <p>Evidence that school were proactive in contacting Social Care re pupil’s disclosure about punishments at home. Otherwise, school’s pastoral systems were overseeing concerns in school. (2)</p> <p>Evidence that school were proactive in contacting Social Care re pupil’s involvement with drugs. Home circumstances addressed. (2)</p>	
<p>FAP protocols adhered to. Pupil settles in appropriate provision with improving outcomes</p>	<p>In evidence, but quality and details of information provided needed improvement (2)</p> <p>Involvement of attendance worker – would appear to be having an impact.(2)</p> <p>FAP protocols followed to a degree, but decision deferred at FAP, thus creating further delay. Considering a return back to home school (where he failed in first place?) (1)</p> <p>FAP protocols followed well to enable parents and pupil to make a fresh start (3)</p> <p>FAP protocols followed. However, interventions to date have not enabled the pupil to progress in regard to agreed learning and behaviour targets. (2)</p> <p>Ditto (2)</p> <p>FAP protocols followed. However, interventions to date have not enabled the pupil to progress in regard to agreed learning and behaviour targets. FAP re-referral resulted in a decision to transfer to Horizon but to stay on referring school’s roll (a positive action as the referring school have done much to engage with pupil and family). (2)</p>	<p>2.0</p>

	<p>FAP protocols followed. However, interventions to date have not enabled the pupil to progress in regard to agreed learning and behaviour targets. Firm decision made at FAP to transfer to Horizon. (2)</p> <p>FAP protocols followed.(2)</p> <p>FAP protocols followed in order to provide a placement. No certainty about how successful this would be based upon dearth of information. (1)</p>	
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## Appendix ii

### Supplementary information about systems, procedures and policies underpinning FAP following discussion held by the consultant with a range of professionals – informing final report and recommendations:

**There is a range of CPD input that would benefit practitioners across the LA:**

- The Code of Practice statutory guidance
  - Developing a plan, assess, do, review approach to meeting the needs of vulnerable pupils (becoming proactive and less reactive to challenging behaviour)
  - Developing the skills of PRU staff to help reintegrate pupils back into mainstream schooling (developing entry and exit strategies), working with pupils, their families and other agencies
  - Behaviour management in the classroom
  - Managing school refusal
  - Attachment disorders
  - Managing sexualised behaviour
  - Managing racist behaviour
  - How to complete an inclusion audit
- 
- FAP forms should be reviewed/revise to reflect the SEN CoP (eg PADR processes followed by referring school)
  - There is a variety of systems and procedures in place to track and monitor pupils' behaviour and systems – these would need to be taken account of in any review of FAP protocols
  - The consultant raised the issue of SENCO involvement at FAP. SENCOs used to attend FAP meetings, but they were unable to make final decisions? Some SENCO do actually write reports for FAP meetings
  - Headteachers have a good overview of pupils at risk in their schools but can struggle with accessing views and recommendations from other agencies and professionals (often, these assessments are incomplete or not started when coming to FAP). Suggestion that multi-agency meetings should be held in schools prior to FAP meetings to ensure more coherent decision-making – and importantly, should involve parents in decision-making process.
  - SWAPP exchanges (informal) do occur prior to FAP – although these processes need review along with FAP processes.
  - Belonging to a MAT means that behaviour policies are quite rigid and not open to interpretation (eg 'zero tolerance' re drugs or carrying a knife in school)
  - FAP protocols should enable the sharing of 'fresh start' successes – what worked and why? Minutes from FAP meetings should not only identify the agreed school, but the likely targets/priorities and suggested interventions for the pupil concerned.

- Sometimes, peer pressure and a gang culture in the local community affects the attitudes, behaviour and attendance of some pupils – leading to a FAP referral.
- PP funding is used to good effect in schools and Academies to meet the needs of vulnerable groups – makes reference to progress of FSM in line with peers.
- Certain schools are particularly good in meeting the needs of more complex needs – eg The Dearne ALC (KS3 conduct disorders), OAC (ASD pupils with EHCPs).
- EHA processes could be sharper – need to review?

#### **Perceived strengths:**

- Collaborative working between headteachers (for example, when admitting Year 10 referrals)
- Adherence to the agreed FAP protocol
- Pupils are 'on the radar'.
- Strong administrative back up in regard to the tracking and monitoring of FAP referrals, admissions and re-referrals.

#### **Possible areas to consider:**

- Quality of provision in some schools for complex, vulnerable needs
- The number of re-referrals to FAP (average of 5.4 re-referrals each month)
- Occasional delays in following up decisions made at FAP.
- The standard and quality of school information provided at FAP.

#### **Possible action points:**

- Set up a working party to revise the FAP protocols policy and pro forma.
- Meet with school representatives to agree an intensive and LA-wide programme of CPD – especially in meeting the needs of pupils who display challenging behaviour or who have mental health needs. Consider other suggestions outlined above, especially school's statutory responsibilities regarding the SEN Code of Practice and developing skills of PRU staff to enable reintegration of pupils back to mainstream education.
- Encourage schools to deploy their SENCOs when completing (revised) FAP referral forms.