
Meeting: **ADMISSIONS FORUM**
Date: **22 March 2011**
Subject: **Fair Access Protocol**
Report of: **Deputy Chief Executive and Director of Children, Families and Learning**
Summary: To consider any issues relating to the Fair Access Protocol.

Contact Officer: Claire Warner

RECOMMENDATIONS

- 1. to extend the five mile distance limit for middle schools to ten miles in order to ensure an equitable distribution under FAP;**
- 2. to note the revised methodology for assessing whether a pupil has challenging behaviour.**

Background

1. The Fair Access Protocol was agreed with schools in July 2009 and has been operating since September 2009.
2. A key principle of the Protocol is the equitable distribution of 'hard to place' students across schools
3. The current Fair Access Protocol determines a distance of up to five miles from home to school placement for lower and middle school students and up to ten miles for upper school students.

An analysis of the figures over the last three years across middle schools demonstrates that there are some middle schools that due to their geographical position and the five mile distance limit , have not had any students placed under the Fair Access Protocol

The analysis is attached as Appendix 1.

This issue was raised at the Fair Access Protocol Working Group, a head teacher and officer group which have met half termly to monitor the Protocol and to try to resolve local issues. The Working Party considered that the issue should be raised with the Admissions Forum.

The issue was raised at the last Admissions Forum in November 2010. Members asked for data to be provided to the next meeting of the Forum along with any recommendations for the Forum to consider. The data is attached to this report as Appendix A and shows that just under a third of middle schools have not taken a Fair Access Placement between 2008- 2011.

Schools in challenging circumstances

4. Members of the forum will recall that it was agreed that schools in challenging circumstances and with an unusually high proportion of challenging pupils would be exempt from accepting pupils under the Fair Access Protocol. The same principle applies to applications for school places made through the normal admissions process.
5. The Local Authority has reviewed its methodology for assessing whether a pupil is deemed to have challenging behaviour. The existing questionnaire does not provide sufficient information. It is, therefore proposed to make use of an adapted version of the 'Coping in Schools Scale' {see Appendix C}, which will provide a far more robust assessment of a pupil's behaviour.
6. A pupil with a score of less than 100 out of a possible score of 236 would be deemed to be exhibiting challenging behaviour.
7. The Forum is asked to note the use of the 'Coping in Schools Scale' which will be introduced with immediate effect.

Appendices:

Appendix A	Analysis of placements under FAP in middle schools, 2008 – 2011
Appendix B	Central Bedfordshire Pupils allocated through Fair Access Protocol September 2010 – 2011
Appendix C	Coping in Schools Scale [CISS]

**Central Middle School Pupils allocated through
Fair Access Protocol September 2008 – 2011**

Name of Middle School	Year Group	Number of Pupils
Leighton Middle School	Year 6, 7 8	4
Caddington Village School	Year 6 ,7 & 8	4
Ashton C of E VA Middle School	Year 6,7 & 8	4
Kings Houghton Middle School	Year 6, 7 & 8	3
Linslade Middle School	Year 5,6, 8	3
Streetfield Middle School	Year 6 & 7	3
Brewers Hill Middle School	Year 5, 8	2
Gilbert Inglefield Middle School	Year 5 & 7	2
Brooklands	Year 5 &7	2
Sandye Place Middle School	Year 8	1
Priory Middle School	Year 7	4
Parkfields Middle School	Year 7	2
Holywell C of E VA Middle School	Year 7	1
Alameda Middle School	Year 7	1
Arnold Middle School	Year 6	1
Woodland Middle School		
Robert Bloomfield Middle School		
Mill Vale Middle School		
Holmemead Middle School		
Henlow VC Middle School		
Fulbrook Middle School		
Etonbury Middle School		
Edward Peake C of E VC Middle School		
Burgoyne Middle School		

**Central Bedfordshire pupils allocated schools
Through the Fair Access Protocol
September 2010 – February 2011 (03/2011)**

Pupils admitted by Category within Phase 2010/2011

Phase	Category	Total
Lower		
Lower Total		0
Middle	Exclusion	6
	OOC	1
Middle Total		7
Upper	Averted Exclusion	1
	Challenging Behaviour	1
	Exclusion	8
	Manor Farm	1
	OOC	1
Upper Total		12
Total		19

Pupils admitted by Reason 2010/2011

Category	Total
Exclusion	14
Averted Exclusion	1
Manor Farm	1
Challenging Behaviour	1
OCC	2
Total	19

Coping in Schools Scale [CISS]
**[A structured assessment of pupils exhibiting
challenging behaviour in mainstream schools]**

Child's name:

Form completed by:

[To be completed by a member of the teaching staff who best knows the child]

Date:

Instructions

To use this scale, complete each section. Score every item in every section for each child, using the following scoring system.

1. Is never able to fulfil this criterion
2. Rarely fulfils this criterion
3. More often than not fulfils this criterion
4. Almost always fulfils this criterion

Circle the number that corresponds to your assessment of the pupil on this criterion.

Please return to:
School Admissions Service
Borough Hall
Cauldwell Street
Bedford
MK42 9AP

Self Management of Behaviour

	Is never able to fulfil this criterion	Rarely fulfils this criterion	More often than not fulfils this criterion	Almost always fulfils this criterion
Can accept discipline without argument or sulking	1	2	3	4
Can cope with unstructured time, i.e. lunch and break	1	2	3	4
Can arrive and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointment with an even temper	1	2	3	4
Shows some self-discipline when others try to encourage deviation from normal routines at any changeover times	1	2	3	4
Does not normally use loud exhibitionist language. Is aware of normal sound levels and can be reminded of them and respond without backchat.	1	2	3	4
Can handle trips out of school	1	2	3	4
Does not seek confrontation at break-time	1	2	3	4
Behaviour appropriately in the dining hall	1	2	3	4

Score: /40

Self and Others

	Is never able to fulfil this criterion	Rarely fulfils this criterion	More often than not fulfils this criterion	Almost always fulfils this criterion
Can behave appropriately in the classroom	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and <i>wait</i> for the answer and <i>take turns</i> in question and answer situations	1	2	3	4
Has appropriate communication skills; talking, asking questions, listening	1	2	3	4
Is able to work in a team	1	2	3	4
Can speak to people without resorting to rudeness	1	2	3	4
Can work in a group situation	1	2	3	4
Interacts in a positive way with peers in the playground	1	2	3	4
Can play with other children without getting 'wound up' and abusive	1	2	3	4
Can cope with large numbers of people	1	2	3	4

Score:	/40
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Self Awareness

	Is never able to fulfil this criterion	Rarely fulfils this criterion	More often than not fulfils this criterion	Almost always fulfils this criterion
Can ask for help	1	2	3	4
Can accept responsibility for his/her actions without employing denial/opting-out tactics	1	2	3	4
Can acknowledge own problems	1	2	3	4
Can risk failure	1	2	3	4
Is willing to accept and discuss problem areas	1	2	3	4

Score:	/20
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Self Organisation

	Is never able to fulfil this criterion	Rarely fulfils this criterion	More often than not fulfils this criterion	Almost always fulfils this criterion
Can work alone without constant attention	1	2	3	4
Can listen to explanations and instructions and attempts to act on advice given	1	2	3	4
Gets him/herself to school independently or, in the case of younger pupils, is willing to contemplate this	1	2	3	4
Understands the structure of lesson times within a mainstream school	1	2	3	4
Understands the teacher's role within a mainstream school	1	2	3	4
Understands the structure of places to be for lessons within a mainstream school	1	2	3	4
Understands the structure of discipline within a mainstream school – what happens if he/she is late or does not complete work, homework etc.	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4
Attends regularly	1	2	3	4
Can cope in a variety of different situations	1	2	3	4
Can organise self and possessions	1	2	3	4
Can organise him/herself if help is not available	1	2	3	4
Good timekeeping, e.g. prompt arrival at lessons	1	2	3	4

Score: 152

Learning Skills

	Is never able to fulfil this criterion	Rarely fulfils this criterion	More often than not fulfils this criterion	Almost always fulfils this criterion
Reading and numeracy up to a level that can be coped with in mainstream given some support	1	2	3	4
Reasonable literacy and numeracy and a willingness to improve	1	2	3	4
Has developed learning strategies to be able to use reference materials [at own level]	1	2	3	4
Has developed learning strategies to be able to ask teachers or others for advice when experiencing problems [at own level]	1	2	3	4
Does not get up and wander around	1	2	3	4
Needs a mainstream curriculum	1	2	3	4
Does not get impatient if help is not immediately forthcoming	1	2	3	4
Will try to start a task on his/her own	1	2	3	4
Is willing to try on his/her own	1	2	3	4
Generally cares about the work being done	1	2	3	4
Pays attention to class discussions and instructions	1	2	3	4

Score:	/44
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Attitude

	Is never able to fulfil this criterion	Rarely fulfils this criterion	More often than not fulfils this criterion	Almost always fulfils this criterion
Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Wants to remain at this school	1	2	3	4
Has parental support	1	2	3	4
Wants to change for themselves	1	2	3	4
Is courteous, and shows positive attitudes towards staff	1	2	3	4
Can show a positive interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Shows a sense of humour	1	2	3	4
Goes to and stays in designated playground area	1	2	3	4

Score:	/40
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Score total

Section	Score
Self Management of Behaviour	/40
Self and Others	/40
Self Awareness	/20
Self Organisation	/52
Learning Skills	/44
Attitude	/40
Total	/236