

FAIR ACCESS PROTOCOL

ROYAL GREENWICH SECONDARY FAIR
ACCESS PROTOCOL

JULY 2023

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I. Introduction

- 1.1 Paragraph 3.14 of the School Admissions Code 2021 (SAC) requires each local authority to have a Fair Access Protocol to ensure that unplaced children, especially the most vulnerable, are able to secure a place at a suitable school quickly. This document ensures that Royal Borough of Greenwich fulfils this mandatory statutory obligation.
- 1.2 As a local authority, we want all our children and young people to experience a safe, healthy and happy childhood where they enjoy family life and school and feel a part of the community. Our [Children and Young People Plan](#) aims at ensuring that every child growing up in Greenwich begins, continues to develop, and moves into adulthood well. This Secondary Fair Access Protocol (SFAP) developed in consultation and in partnership with all Secondary schools in the borough plays a key role in achieving this aim as it sets out the agreed procedure for ensuring that the most vulnerable children in the borough are able to access education as quickly as possible.
- 1.3 The Protocol also provides a fair and transparent mechanism that ensures shared collective responsibility among schools for helping the most vulnerable children and for identifying any additional social, emotional, and mental health (SEMH) needs of children and how they can be best met. This includes an agreed process for supporting those children who display challenging behaviour¹ and are at risk of being or have been permanently excluded from other schools.
- 1.4 This SFAP is underpinned by the statutory elements of the SAC and applies to all maintained mainstream schools, including academies and voluntary aided (VA) schools as well as Newhaven Pupil Referral Unit (PRU) and all commissioned alternative provisions (APs) in the borough. In this regard, all mainstream schools in the borough, regardless of type and governance, must participate in the Protocol to ensure that all children referred to the SFAP have access to a suitable school place as quickly as possible. There is the understanding that where necessary, this may require admitting a child to a school that is already full.
- 1.5 Whilst this Protocol sets out the general guidance on the locally agreed process for placing vulnerable children outside of the usual in-year admissions process, this document should be read within the context of the framework set out under paragraphs 3.14 to 3.22 of the [School Admissions Code 2021](#) and in conjunction with the DfE's [Fair Access Protocol guidance](#). Where particularly unique circumstances have not been covered in this Protocol, the default process for managing such circumstances will be subject to the framework set out within the applicable sections of the SAC.

¹ The School Admissions Code 2021 - behaviour can be described as challenging where it would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour or it is of such severity, frequency, or duration that it is beyond the normal range that schools can tolerate. It is expected 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.

2. The Purpose of the SFAP

- 2.1 This SFAP has been developed in line with the requirements and provisions of paragraphs 3.14 – 3.22 of the SAC. The purpose is to establish and maintain a forum where all relevant local stakeholders and partners discuss and proffer solutions that ensure that unplaced vulnerable secondary-aged children, and those who are having difficulty in remaining or maintaining stability in mainstream secondary education, are able to secure a school place as quickly as possible, where they are able to flourish and excel with the right supports being provided.
- 2.2 This SFAP also provides a clear locally agreed mechanism for considering individual educational needs of vulnerable children who are having difficulty in securing a school place (through the usual in-year admissions process) or who are currently in mainstream education with a history of challenging behaviour, while helping to put in place appropriate measures to meet their needs. Due to the uniqueness of each individual case, the SFAP provides a flexible approach for providing interventions within the confines of the mandatory provisions of the SAC which might involve some reasonable adjustments in schools' behaviour policy, curriculum offer, involvement of external services and other measures in order to maintain stability in the child's placement in their current school wherever possible.
- 2.3 This SFAP also serves the purpose of ensuring as far as possible, that no mainstream secondary school in the borough admits a disproportionate number of children considered to be displaying challenging behaviour. In this regard, the Protocol provides a fair mechanism whereby schools are able to challenge or appeal decisions made by the Fair Access Panel (the Panel) constructively with limited impact on the education, social and emotional wellbeing of the children and young people being placed via the Protocol. The overriding principle is that wherever possible, young people remain in education and schools are being supported whilst issues relating to the young people's needs are being resolved.
- 2.4 The SFAP also serves the purpose of providing the mechanism for comparing statistics on the placement of vulnerable children through the Protocol, thereby ensuring the openness and fairness that the SAC is intended to achieve for all parties.

3. Eligibility and general principles guiding Royal Greenwich SFAP

- 3.1 Royal Greenwich SFAP is not a substitute for the usual in-year admissions process and must not be used as such. The SFAP should therefore only be used when all efforts have been exhausted under the usual in-year admissions process without being able to successfully secure a school place for an 'eligible child' (see 3.3 below). Royal Greenwich SFAP should be used to secure a school place outside of the usual in-year admissions process for the most vulnerable children and to help those struggling to stay in mainstream education due to behaviour that is challenging.

- 3.2 Royal Greenwich SFAP is child-centred, and decisions will be made on what is considered to be in the best interest of the child. All secondary schools in the borough must participate in it.
- 3.3 Royal Greenwich SFAP may only be used to place certain categories of children as defined under Paragraph 3.17a – m of the SAC (i.e., ‘eligible child’), where the child is having difficulty in securing a school place in-year and it can be demonstrated that reasonable measures have already been taken to secure a place through the usual in-year admissions process. For example, where an application has been made to at least one school and this has been refused, or the local authority has confirmed that there are no places available at any school within a reasonable distance. For ease of reference, below is the list of the categories of children that can be referred via the Protocol:
- 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.
- 3.4 An ‘eligible child’ who has been admitted through the normal admissions process but deemed to require additional support or intervention that can only be provided through the SFAP may be referred to the Panel.
- 3.5 An ‘eligible child’ may also be referred to the Panel where a school place has not been sought through the usual in-year admissions process due to

exceptional circumstances (Paragraph 3.17k of the SAC). Due to varying individual circumstances, what is considered exceptional will be based on the circumstances of the case. The onus is therefore on the referrer to justify the exceptional nature of the case being referred to the Panel through the evidence provided.

- 3.6 All schools have a duty to make reasonable adjustments for students with disabilities. Schools should therefore be aware that a child who displays challenging behaviour may do so as a result of their disability or any unmet needs. As such, the Panel will not consider the following reasons on their own as sufficient grounds for the use of the Protocol:
- a. Poor attendance at current school or elsewhere;
 - b. A defined number of suspensions, without consideration of the grounds on which they were made;
 - c. The child's special educational needs or disability² without the appropriate level of interventions having been provided.
- 3.7 In most cases, use of the Protocol should be unnecessary for a looked after or previously looked after child. As a local authority, Royal Greenwich has a statutory duty to secure a school place promptly for such children and all own admission authorities are also under an obligation to work with the local authority in achieving this. Where children have other vulnerabilities, the Protocol provides an effective mechanism for discussing their needs and the best way to meet them whilst they are enrolled in education.

4. Chair's action

- 4.1 Where a case is required to be expedited or considered on an emergency basis, and/or where waiting until the next SFAP meeting for an action to be taken may result in the relevant statutory timeframe for placing the child/young person in education being exceeded, the chair may make executive decisions outside of Fair Access Panel throughout the course of the academic year.
- 4.2 Where a chair's action is deemed necessary, subject to the chair's discretion, the chair may endeavour to call an emergency/informal mini FAP meeting with any available headteachers and/or other members of the Panel to discuss the circumstances and options around the case being decided. Such mini FAP meetings can be arranged virtually or via telephone or any other means deemed appropriate.
- 4.3 Under these circumstances, actions taken by the chair will require ratification and minuting at the next appropriate panel meeting.

² Decision of the Upper Tribunal in *C & C v The Governing Body of a School, The Secretary of State for Education (First Interested Party) and The National Autistic Society (Second Interested Party) (SEN) [2018] UKUT 269 (AAC)* about the implications of the Equality Act 2010 when a pupil exhibits a tendency to physical abuse of other persons as a consequence of a disability.

5. Making referrals to the SFAP

- 5.1 Only the local authority and schools can make referrals to Royal Greenwich's SFAP. Parents are not able to make a referral to the Panel. See the Admissions and FAP Process flowchart for the process that must be followed prior to a referral to the Panel when a school place is being sought through the usual in-year admissions process.
- 5.2 For the local authority to make referrals to the Panel, it must demonstrate that reasonable measures have been taken to secure a school place without success and that the child is indeed having difficulty in securing a school place through the usual in-year admissions process. Although referrals within the local authority will normally be made by the School Admissions Service, depending on the circumstances, other services may also make referrals to the Panel. In all cases, a referral form must be completed and submitted to the School Admissions Service, including all relevant supporting evidence. The School Admissions Service will then review and discuss with the chair of the Panel for inclusion in the next Panel meeting.
- 5.3 Where a school wishes to make a referral to the Panel, it must complete the referral form, including the relevant supporting documents and submit it to the School Admissions Service. All referral forms must be duly signed by the referrer and submitted with the relevant parental consents. Referrals without the relevant supporting documents, including parental consents will not be included in the relevant meeting schedule for discussion. Referrals must be received no later than the Thursday at 12 noon the week prior to the meeting taking place.
- 5.4 Where a young person currently in education is being referred, the referring school must provide evidence of the interventions undertaken to support the young person and other relevant details to aid the decision-making process when the case is being discussed by the Panel. Such evidence and relevant details may include but not limited to reports from appropriate agencies such as Education Psychologists, Child and Adolescent Mental Health Services (CAMHS), Speech and Language team (SALT) or other outreach services, etc. Incomplete referrals will not be put forward for consideration as they will be considered as insufficient for discussion by the Panel. As such, incomplete referrals will be referred back to the referring school.
- 5.5 In all cases, all referrers must demonstrate that referrals are GDPR compliant, with full parental consent given on the appropriate form to share information. It is the referrer's responsibility to ensure GDPR guidance is followed (see Appendix).
- 5.6 Schools may also make referrals to the Panel to seek advice on ways to improve a child's behaviour, to request additional support and not only to request a move to another education provider. Schools will need to demonstrate that, where appropriate, they have taken the necessary action to determine whether there are any causal factors (such as undiagnosed learning difficulties, difficulties with communication and/or mental health issues) that may contribute to the child's behaviour. This may be through the involvement of

appropriate agencies e.g., Educational Psychology Service, CAMHS, SALT or other outreach services.

- 5.7 The school will need to clarify the role of SFAP with the parent, signposting them to the guidance published on the LA's [website](#).

6. SFAP terminologies and applicable circumstances

6.1 **Admission Transfer** applies to a child who meets the eligibility criteria set out under Paragraph 3.17a – m of the SAC (see paragraph 3.3 above) and all efforts to secure a school through the usual in-year admissions process have not been successful. This may include but not limited to circumstances where:

- a. A child is currently not receiving education or is out of education because they have recently moved into the area.
- b. A parental request to transfer schools where the child is at risk of being out of education due to irreparable relationship with current school.
- c. A child's Elective Home Education (EHE) has been deemed unsatisfactory by the EHE team. This means the child is deemed as not receiving appropriate level of education commensurate with their age and ability, and all efforts to secure a school through the usual in-year admissions process have not been successful.
- d. A child has been refused admission by a school because it has 'good' reason to believe that they may display challenging behaviour. In this circumstance, the school must refer to SFAP, providing details of its reason to refuse admission, including the rationale on how it has arrived at its decision (see Paragraph 6.2 below).

6.2 **FAP Transfer** applies to a child who meets the eligibility criteria set out under Paragraph 3.17a – m of the SAC (see paragraph 3.3 above) and is:

- a. Excluded from an out-of-borough school and has been in sixth-day provision.
- b. Placed at a Pupil Referral Unit (PRU) or an Alternative Education (AP) for a period of time in order to determine their readiness for a new mainstream school.

6.3 **FAP Fresh Start** applies to a child who is:

- a. Returning to mainstream education after having spent some time at a PRU or an AP.
- b. Returning to education after having been out of mainstream education for a significant period of time.

7. What referrers must consider before referrals to the Panel

- 7.1 When processing an in-year application, admission authorities must not refuse to admit a child on behavioural grounds, except for where the child has been excluded twice or more from mainstream education (i.e., where the twice excluded rule under Paragraph 3.8 of the SAC applies).
- 7.2 Admission authorities must also be cognisant of paragraphs 3.10 to 3.13 when processing in-year applications. In this regard, own admission authorities wishing not to admit a child because it has good reason to believe that the child may display challenging behaviour must refer such a child to the SFAP, providing the relevant details it has considered in reaching this decision. This must include the rationale on why admitting the child would prejudice the provision of efficient education or the efficient use of resources at the school. The Panel will review the information provided in the context of how the referring school compares with other local schools on particularly high proportion of either children with challenging behaviour or previously permanently excluded pupils on roll at the school.
- 7.3 Where an own admission authority has refused to admit a child on the grounds that they may exhibit challenging behaviour, they must notify the parents of their decision within 10 school days and advise them of their right to appeal. Own admission authority must also notify the local authority of their decision, providing the details of the child refused admission and relevant evidence that they have considered in reaching their decision within 10 school days.
- 7.4 Admission authorities must not delay the admission of a vulnerable child unnecessarily on the basis of lack of information in the form of previous school reports. Where there is doubt on the needs of the child, admission authorities are advised to first admit the child in order that all necessary assessments are carried out to determine the child's needs whilst the child is in education. Once the needs are established, schools may make referral the Panel as may be appropriate. The Panel recognises the challenges posed by lack of information in being able to adequately support a vulnerable child and as such, will provide as much support as practically available to help schools manage this challenge.
- 7.5 Where a child has been offered a school place at a school, the local authority's expectation is for the school to agree a start date within 5 school days from the date of the offer and for the child to start/ to be enrolled at the school within 10 school days, but the child must start within 15 school days from the date of the offer.

8. Core membership and arrangements of the Secondary Panel

- 8.1 A senior officer or their designated representative is required to attend SFAP meetings from the following services:
- LA Manager (Chair)
 - All Secondary Headteachers or their designees
 - Senior Leader from Newhaven Pupil Referral Unit (PRU)

- Heads of commissioned Alternative Provisions or their designees
- School Admissions Service
- Attendance Advisory Service
- Secondary Inclusion Service
- Educational Psychology Service
- Safeguarding and Social Care
- Family and Adolescent Support Service (FASS)
- CAMHS (subject to capacity)
- Youth Justice Service
- Virtual School (AHT for children known to social care)
- Special Educational Need Service (SEN).

8.2 Meetings will be held monthly, term time only (i.e., 10 meetings yearly). A schedule of meetings for the forthcoming academic year will be sent out at the end of the preceding academic year, including venue. Information on cases to be discussed will be sent electronically via secure methods to attendees prior to the meeting.

8.3 Headteachers and heads of APs should make every effort to attend the meeting. However, if it is not possible to do so, they will need to arrange for a member of their senior leadership team to attend on their behalf. Their representative must have authorisation to participate in discussions and decision-making and admit their fair share of children when asked to do so in accordance with the protocol. Schools may make written representations to the Panel regarding the difficulty of placing a child in their school but not at the meeting when they are part of the Panel.

8.4 For a SFAP meeting to hold, a quorum of at least five schools being represented is required.

9. SFAP operational principles and guidance

9.1 The following principles will guide the operation of the Panel and decisions being made:

- SFAP will operate on the basis of the principle of collective/shared responsibility and one school will not be expected to admit a disproportionate number of children displaying challenging behaviour.
- Referral to SFAP should be the last resort to secure a school place for a child. As such, where a place is available and there is no waiting list in the relevant year group, admission authority must offer the place to a child who has applied to them through the usual in-year admissions process. Where the admission authority has good reason to believe that the child may display behaviour that is challenging, they may refer to FAP for support after the child has been admitted.
- All schools must abide by the decisions made by the Panel.

- In the interests of fairness and equity, undersubscribed schools should not be required to admit a disproportionate number of children with challenging behaviour. Schools may be required to admit children above the published admission number where they are already full; they cannot cite oversubscription as a reason for not admitting a child through SFAP. However, it is expected that schools will only be required to admit over number in exceptional circumstances and where it is deemed it would not prejudice the provision of efficient education and use of resources.
- Children placed via the Panel take priority for admission over others on a waiting list or pending an appeal.
- The Panel will be mindful of placing children in schools which are facing exceptional circumstances, such as if they are in the 'serious weaknesses' category or a newly established school in its first operating year. However, such schools may reserve the right to opt into the placement process if they so wish.
- The Panel may consider special circumstances experienced by schools including difficulties occurring in particular year groups when deciding the appropriate placement of a child. However, this does not guarantee that a school will not be required to admit a child to a challenging year group.
- Schools will not normally be required to admit a child currently attending a PRU or an AP or similar provisions until their behaviour challenges have been assessed, suitably addressed and they are deemed ready to return to a mainstream setting.
- School vacancy information and SFAP placement information will be shared at each meeting to ensure, as far as possible, no school is required to take a disproportionate number of children via FAP.
- Any issues arising from the SFAP will be monitored by the FAP Review Group, which meets annually.

10. The Panel's responsibilities

- 10.1 The Panel must consider all information available and the child's individual circumstances transparently and fairly in order to make an informed decision as to what school would best meet the child's needs.
- 10.2 All discussions must remain confidential to the Panel. Panel members are responsible for keeping all paperwork securely and destroying all paperwork securely following the meeting. Paperwork should only be retained after the Panel meeting by the school to which the child is allocated, and any other service commissioned by the Panel to provide support to the child.
- 10.3 Although parental preference will be considered, it would not override the principle that all schools must admit their fair share of children via SFAP. The Panel must be

mindful of previous SFAP placements to ensure that the allocation of children is equitable across all schools. Wherever possible, children with a religious affiliation should be matched to a suitable school. However, this does not override the SFAP in that the Panel may allocate a school that does not have that affiliation, and vice versa. The Panel must also consider the child's home to school distance when identifying a suitable school.

- 10.4 Parents have the right to apply for any school place at any time and must not be refused the opportunity to make an application. Where a parent has been refused a place at a preference school and allocated a place via SFAP at an alternative school, they must be offered the right to appeal to an Independent Appeal Panel.
- 10.5 In the interest of safeguarding and to inform any risk assessment, it is expected that all incidents involving possession and use of prohibited weapons, inappropriate sexualised behaviour, assault, and malicious use of media be reported to the police by the education provider where it is required to do so before a referral is made to the SFAP.

11. Decision making principles

- 11.1 Decisions made by the Panel are binding on all mainstream secondary schools, pupil referral units within the borough and commissioned APs.
- 11.2 Where a transfer to another Royal Greenwich school or an AP placement is agreed, the referring school will allocate its own Education Psychology resource if directed by the Panel. Following the completion of an 'Assess, Plan, Do, Review' cycle, responsibility will be handed over to the receiving school's Education Psychologist, should any further work be needed.
- 11.3 The Panel will also consider whether the child and receiving school should receive support from the Secondary Inclusion Support Service in the form of:
- Re-integration and follow up meetings to support the child in their new placement
 - 1:1 or group support. This may be allocated as chair's action between FAPs if a pupil has started in school and following receipt of satisfactory paperwork.
 - Support for vulnerable children within Team Around the Child process
 - Support with Pastoral Support Plans
 - Access to temporary placement at Newhaven PRU or an AP (subject to schools funding this)
 - Undertaking home visits to follow up on any concerns raised at the Panel particularly around parental engagement
- 11.4 The Admissions Service will inform the parent of the school offered. They will also inform the receiving school of the Panel's decision and forward on all relevant paperwork relating to the child. The clerk to the Panel will send the decision notes

of those cases discussed to attendees of the meeting first to be ratified and then on to all schools.

- 11.5 Once a school place has been allocated, parents should be notified, and arrangements made for the child to start at the school as soon as possible so as to avoid any gaps in their education. The school and/or the local authority should also make any necessary arrangements that may be required to ensure any needs of the child are met, and that they have a successful start at the school.
- 11.6 Within ten school days of being notified of the Panel's decision, the receiving school will arrange an induction planning meeting with relevant school personnel, child, parent and LA Officers (if appropriate) named by the Panel with responsibility for supporting the child's reintegration. The child must start the new school within one week of the induction planning meeting, unless there are exceptional circumstances which prevents this.
- 11.7 Any unsuccessful placements must be referred to the Panel by the receiving school for further consideration. The school must provide evidence of any strategies and interventions used.
- 11.8 Managed moves are to operate outside of the SFAP. However, schools are under the duty to ensure managed moves are done properly and in line with the [DfE's guidance on suspensions and permanent exclusions](#). To ensure a consistent approach to the managed moves process, the Council will publish its Managed Moves Guidance to provide good-practice guidance on the Council's expectations on how managed moves should operate between schools within and outside of the borough.
- 11.9 To ensure adequate oversight and transparency of the managed moves process, extended meetings will be held after each SFAP meeting solely for the purpose of managed moves, where schools will have the opportunity to discuss any ongoing or planned managed moves. These meetings will also serve the purpose of providing the Council with the relevant statistics on managed moves for statutory reporting and monitoring purposes.
- 11.10 In the case of failed managed moves, the child is to return to the home school, in line with Royal Greenwich's guidance on managed moves to be published.

Appendix A: Agreement to request for information

AGREEMENT TO REQUEST INFORMATION FROM OTHER SERVICES AND AGENCIES TO INFORM THE ROYAL GREENWICH FAIR ACCESS PANEL

ROYAL GREENWICH SECONDARY FAIR ACCESS PROTOCOL

The Royal Borough of Greenwich's Fair Access Protocol applies to all schools, academies and alternative education schools in the borough. Its purpose is to ensure that children, often vulnerable, are placed in a school as quickly as possible. The protocol operates in line with the School Standards and Framework Act (1998) and the School Admissions Code (2021). All Royal Greenwich schools must participate to ensure that children are placed in a school as quickly as possible. Where necessary, this may require admitting a child to a school that is already full. In Royal Greenwich, there is a Secondary Fair Access Panel (SFAP) to oversee the effective delivery of this protocol.

For the purposes of this process, Fair Access includes both the Admission and Inclusion Services. For more information about Fair Access, see the attached protocol.

In order to help you and your child in the best way possible, it is important for us to be able to understand what support your child may need. This will enable us to discuss with you how well a school or provision is able to meet their needs.

To do this properly, it is important that we talk to and obtain information from other agencies that may have had contact with you and your family. It is good practice to gain your agreement before we approach any other organisation, but there are exceptions to this, such as where there are clear issues of safeguarding, a legal obligation placed on the local authority or where we are performing a public task. In such a case, we would still attempt to seek your agreement unless to do so would obstruct these obligations.

Please tick the boxes below of services you give consent for us to contact:

- GP/ Health Services
- Nursery
- Schools
- Children's Social Care
- Royal Borough of Greenwich Services
- CAMHS/other therapeutic
- Youth Offending Service
- FaASS
- SEND

DATA PROTECTION STATEMENT

Personal Information

The information which you supply to us will be used to enable us to process your admission application. Your information is gathered in accordance with relevant admissions legislation the School Standards and Framework Act (1998).

The categories of the information that we may collect, process, hold and share include:

- Personal information (such as name and address).
- Characteristics (such as ethnicity, health and education information, offending history if applicable).

The Fair Access Panel will contact the necessary agencies and share the information with:

- Fair Access Panel members.
- The receiving school.

The lawful basis on which we use this information is the School Standards and Framework Act (1998).

The Admission Service will collect and use this information under public task - GDPR Article 6(1)(e): permits processing where necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller and Article 9(2)(b) – for social protection purposes.

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. You may also refer to the Children's Service Privacy Notice available at www.royalgreenwich.gov.uk. Alternatively, you can contact the Information Commissioner's Office at www.ico.org.uk for independent advice.

Keeping your records

- Your personal information will be held by the Fair Access Panel for a period of 25 years.
- It is stored securely in password protected electronic folders.

If you agree to Royal Greenwich's Fair Access Panel requesting this information, please sign below. If you do not agree, the Admissions Service may not be able to process your admission application effectively.

You have the right to see the information held about you by the Royal Borough of Greenwich and other agencies. You may need to contact the agency directly, as we may not be able to disclose the information to you without their consent.

Parent carer to complete

- I agree to Royal Greenwich Admissions Service obtaining reports from the agencies detailed above.
- A copy of this letter gives permission for these agencies to share information about my child(ren) and me.

Name of child(ren):	
Signature:	
Printed Name:	
Relationship to child(ren):	
Date:	

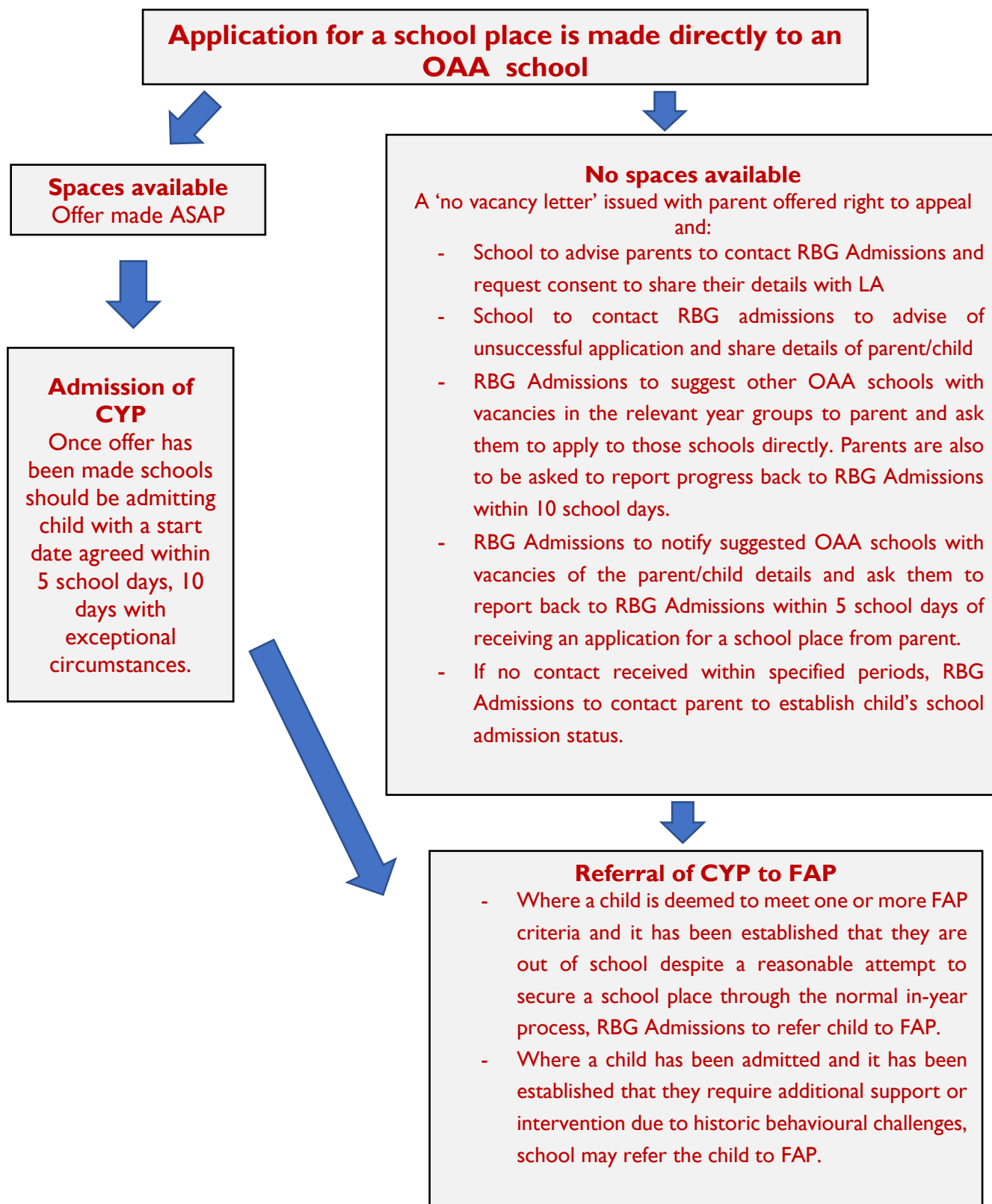
School to complete

- I confirm that I have provided full details of the Fair Access Protocol and obtained informed consent from the named person above.

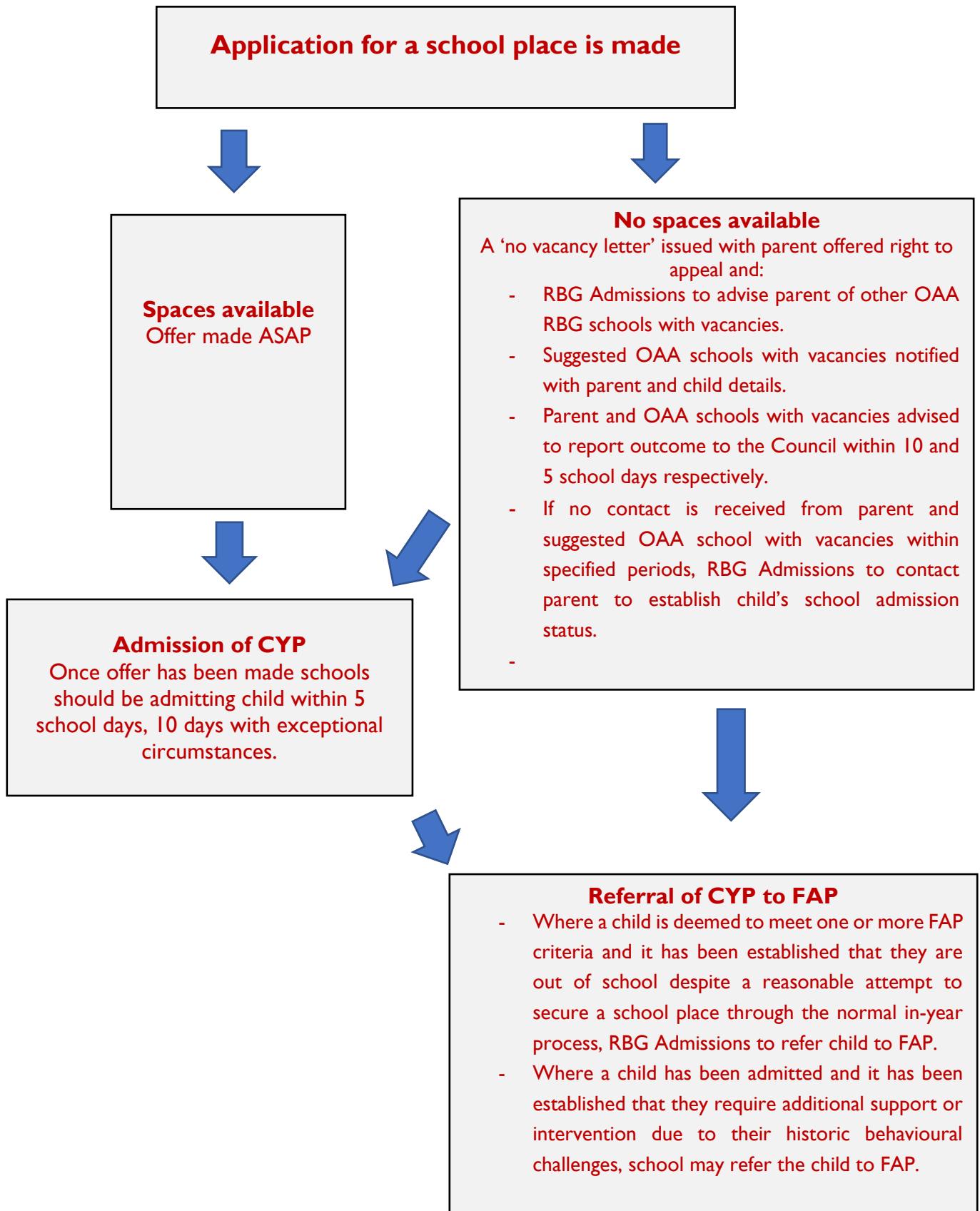
Name of staff member:	
Signature:	
Designation:	
Date:	

Appendix B: Admissions and FAP Process Chart

ADMISSIONS AND FAP PROCESS FOR ALL OWN ADMISSIONS AUTHORITY (OAA) SCHOOLS



ADMISSIONS AND FAP PROCESS FOR LA COORDINATED IN-YEAR ADMISSIONS PROCESS



CHANGES TO OUR PROCESSES

- Admissions team will no longer be requesting reports from CYPs previous school.
- Offers will be made unconditionally where a school has a vacancy in the relevant year group and there is no waiting list (SAC 2021, parag 2.8 & 2.28) and our FAP protocol will be revised to reflect these changes.
- Admissions team will only refer **eligible children** (SAC 2021, parag 3.17 a-m) to FAP where it has not been possible to place them through the usual in-year admission process and it can be demonstrated that reasonable measures have been taken to secure a place unsuccessfully (SAC 2021, para 3.17).
- Where an offer has been made through the usual in-year admissions process, where required, schools will be expected to obtain previous school information on the CYP themselves to support transition and integration into their school.
- Schools **must not** take account of report from previous school (SAC 2021 para 1.9 g) or interview CYP or parents (SAC 2021 parag 1.9 m) during the admission process, but they may arrange a meeting to discuss needs prior to the start date.
- If schools feel additional support or help is needed to enable CYP's transition then we would encourage them to bring to FAP for guidance and possibility of additional resources provided through FAP.