

Executive, 7 July 2009

### **UPDATE ON THE STRATEGY FOR THE PERMANENT EXPANSION OF PRIMARY SCHOOL PLACES**

Report by the Strategic Director of Learning & Children's Services  
Executive Member for Children and Young People's Services

#### **Purpose**

The Local Authority has a statutory duty as the commissioner of school places in the area to ensure that there are sufficient places in schools across the area to promote diversity and increase parental choice. As reported to Executive in April 2009 there is a significant increase in the numbers of children requiring a school place and therefore a sustained need to expand Primary School provision. The Local Authority is developing a Strategy to provide the additional places from 2010 onwards. As requested this report updates the Executive on the informal consultation carried out during May and June to inform the development of the Strategy and outlines the next steps in the consultation process that will be required to establish the additional places.

#### **Action proposed by the Executive Member for Children and Young People's Services**

The Executive is recommended to:

1. note these proposals including feedback from the informal consultation set out in Annex 1, including the request that the Local Authority identify further sites for new schools;
2. request a further report to Executive in November 2009 on the proposed Strategy, after further consultation with all interested parties; and
3. note that proposals for statutory consultation will commence no earlier than late in 2009.

#### **Reason for action proposed**

To meet the Local Authority's statutory responsibility to secure sufficient school places.

### **BACKGROUND**

As the commissioner of school places in the local area the Local Authority has a statutory responsibility to ensure that there are sufficient school places for all children who need to be educated, to ensure fair access to local schools, to ensure that there are sufficient schools in their area. There is also a duty to promote diversity and increase parental choice. In response to an identified

## **Appendix A**

need to permanently expand Primary School provision the Local Authority carried out an informal consultation in May and June 2009 to inform the development of a strategy for permanent expansion of existing primary schools and the building of some new schools.

### INFORMAL CONSULTATION PROCESS

As set out in the April 2009 Executive Report there is a lengthy consultation process to develop and deliver an expansion Strategy involving a range of stakeholders including schools, parents, local residents, Diocesan representatives and neighbouring Local Authorities. Meetings had previously been held with Headteachers collectively, with individual Governing Bodies and with the Southwark Diocese and RC Archdiocese of Southwark. The Local Authority undertook informal consultation in May and June 2009 to seek views on how to create up to 15 additional forms of entry in Primary Schools across the Borough.

The consultation reflected the need to maximise awareness of the need for permanent expansion of Primary Schools and to provide parents and residents with options to contribute their views in a number of ways. A combination of methods was used: paper information and questionnaires, online information and questionnaires and open meetings. Equalities monitoring was included on the questionnaire in order to demonstrate the range of respondents in the local community.

A full consultation document and a two page summary were made widely available, each including the same questionnaire. A summary leaflet of the consultation paper setting out options for a permanent increase in Primary School places in each of the four school places planning areas across the Borough was widely distributed. This indicated that the additional places would be created by expansion of existing schools in Kingston Town and South of the Borough, with the option of a combination of expanding existing schools and the creation of one new school in each of Surbiton and Maldens and Coombe areas.

The consultation process was publicised on the Kingston website and in the local press with 17,000 copies of the summary leaflet issued to parents of pre-school children attending early years settings and children attending Kingston primary schools, as well as copies of both documents being available at Primary Schools, early years providers, GPs' surgeries and libraries. Electronic distribution via email was sent to all Councillors, local authority staff and professionals linked to the Children's Trust.

Four open meetings were held in early June 2009 at venues across the Borough. Council Officers from Learning & Children's Services including those responsible for planning of school places, school admissions, school improvement and the property team were available to explain the expansion options and answer questions from attendees. The aim of the meetings was to give people the opportunity at an early stage in this process to find out more about the proposals and offer their views.

The consultation document and the public meetings together constituted an initial informal consultation and were only the first stage in a longer process. The aim was to collect views to inform decisions about the preferred mix of schools to expand. The final plan for the expansion of Primary School places

will also be informed by the availability of land for new schools, the likely outcome of planning applications and the practical issues of expanding individual schools.

### FEEDBACK FROM INFORMAL CONSULTATION PROCESS

A total of 1,232 response forms were returned and 191 people registered as attending one of the four meetings. Ninety per cent of the response forms were completed by parents or carers of children, and ninety five percent of all respondents lived within the Royal Borough of Kingston. Details of the respondees by School Planning Area is shown in Annex 1.

Just over 45% of respondees (561) added comments to their forms. The main issues that people raised in their responses are set out below (percentage in brackets indicates percentage of respondents who commented on this issue):

- Build new schools rather than expand existing ones (8%)
- Schools should be no bigger than three forms of entry (7%) - the consultation options included the possibility of expanding four schools to four forms of entry
- Concerns there appeared to be proportionately fewer proposals to expand faith schools (4%) – this was raised as a general issue but approximately half of those that mentioned it did so in the context of the Kingston Town planning area. 33% of existing permanent reception year places are in faith schools. The proposals across the borough allow for up to 30% of the possible new places in existing schools to be in faith schools.
- Dissatisfaction with consultation approach (3%)
- Concerns whether the need for future secondary expansion is being addressed now (3%). This is addressed in the Building Schools for the Future Strategy, and the detailed consultation document included reference to the proposal to consult on a possible site for a new secondary school.
- Concerns about expanding Ellingham Primary, Chessington due to the size of the site and concerns about access etc (3%)
- Concern that a new primary school was not proposed for Kingston Town planning area (2%)
- Issues relating to the previous decision to amalgamate Buckland Infants and Moor lane Junior School, and suggestion that Moor Lane site be reopened as a new primary school for Chessington (2%) – the building is currently being refurbished and will reopen in September as the location for the Integrated Service for Disabled Children.

The preference to build more new schools and not to expand more than by three forms of entry were reflected in the available preferences on the response

## Appendix A

forms. These are shown in the tables set out in Annex 1. In the three planning areas where it was proposed to expand schools to four forms of entry these were the least favoured options. In Surbiton and the Malden and Coombes areas there was strong support for a new three form entry Primary School. The preferred options are as follows:

- The favoured options for Kingston Town area, in order of preference, are to expand Alexandra Infant School, St Joseph's RC Primary School, King Athelstan Primary School and expand Fern Hill Primary School by one form of entry only.
- The favoured options for the Surbiton area, in order of preference, are to expand Grand Avenue Primary School, a new 3 form entry school on Surbiton Hospital site, expand St Matthew's Primary School, Maple Infant School and Christ Church Primary School.
- The favoured options in the Maldens and Coombe area, in order of preference, are to build a new 3 form entry Primary School, and expand Christ Church Primary School, Corpus Christi RC Primary School, and Burlington Infant and Junior Schools.
- The proposals for the south of the borough are to expand Lovelace Primary School and Ellingham Primary School. However a small number of respondents did not favour expansion at Ellingham.

It should be noted that this aspect of the consultation was not intended to be a vote to determine the mix of schools for expansion, rather it provides contextual information to set alongside other factors which will determine the final proposals. The consultation paper set out clearly that the final plan for the expansion will combine the results from the consultation, availability of land for new schools, likely outcome of planning applications and the practical issues of expanding individual schools as determined from the feasibility studies which are currently being undertaken.

A summary of all of the comments received is set out in a report available in the Members Room, Learning & Children's Services Reception in Guildhall 2, and on the Kingston Website.

### **FEASIBILITY STUDIES**

Consultants have been appointed to undertake the feasibility studies required to determine the practical aspects of expansion at each of the thirteen schools named as possible options for expansion. This work will inform both the options for providing additional places for September 2010 on an interim basis, and the permanent expansion Strategy for September 2011 onwards.

The Consultants have been asked to consider the feasibility of remodelling to accommodate the additional form(s) of entry; the capacity for the site to accommodate temporary accommodation from September 2010 whilst the works are undertaken, and in the event that expansion is not possible on the site, the potential to accommodate a demountable for a bulge class instead.

An initial series of feasibility studies has concluded that most of the school sites could accommodate the additional form(s) of entry. This is based on analysis of the school sizes and external areas required, using national guidance issued by the Department for Children, Schools and Families. Christ Church Primary, New Malden currently operates from two sites; neither of which are sufficiently large to expand by one form of entry and it remains a stated priority for the school, Diocese and Local Authority to co-locate the school in a new building on a single site.

The next phase of feasibility studies now underway will consider the possible positioning of buildings on each site to accommodate the additional classrooms needed, shortfalls in other accommodation, and possible remodelling options together with associated costs. This work is expected to be completed by mid-July 2009.

A final phase of feasibility in the Autumn Term will consider the curriculum and management issues to help shape possible design solutions informed by both the Local Authority and individual schools.

The Local Development Framework Core Strategy will need to include sites for new schools and school expansion. Public consultation on Issues and Options for the Core Strategy took place recently and referred to the need to expand schools and identify potential new sites to provide sufficient school places. The next key date set out in the Core Strategy Project Plan is to report to the Executive in November 2009 to seek approval to consult on the Preferred Strategy. The Preferred Strategy will need to include potential sites for new schools and school expansion.

### **NEW SCHOOL SITES**

Officers in the Local Authority are continuing to work to identify potential sites for new primary schools. From an educational and project delivery perspective it would be preferable to build new schools as these could be fully designed to deliver the concept of a 21<sup>st</sup> Century School. In addition the building costs of a new school are broadly comparable with the remodelling cost of permanently expanding an existing school, once all of the additional accommodation changes are taken into account (e.g. classrooms, additional toilets, hall, kitchen and dining facilities, outdoor curriculum and play space, and staff areas etc).

With regard to sites in private ownership, the Council has two options:

1. Acquire the property by negotiation from a willing seller;

2. Acquire the property using powers of compulsory purchase derived from Section 226(1) (a) of the Town & Country Planning Act 1990 (as amended by the Planning & Compulsory Purchase Act 2004). A compulsory purchase order should only be made where there is a compelling case in the public interest.

The Local Authority would in the first instance seek to acquire any suitable land by agreement. It is recognised that acquiring any land or property using powers of compulsory purchase would be a lengthy process that would be unlikely to deliver a new build school for several years after the places are needed. This option would, therefore, only be considered as a last resort if there were no other practical options.

The additional cost of acquiring land not in RBK ownership would need to be resourced. This cost may however be partly offset by a reduced need to use temporary modular buildings on existing school sites whilst remodelling work is undertaken.

To date there are very limited options identified as possible sites for a new Primary school. This is mainly due to the size of site required for a two or three form entry Primary school and the limited availability of land locally.

### **ADMISSIONS TO PRIMARY SCHOOLS FOR SEPTEMBER 2010**

It is projected that an additional twelve forms of entry are needed for September 2010 Reception Year admissions. A number of schools have indicated a willingness to host an additional class for 2010, including some who have also expressed an interest in permanently expanding their admission number from September 2011.

When the feasibility studies are completed at schools that may expand this will indicate if it is possible for those schools to also accommodate an additional class for September 2010 whilst the building works are underway.

It will therefore be necessary to separately agree which schools will have temporary classes for Reception for September 2010 alongside developing the Strategy for permanent expansion. Information will be published on the Kingston website and in the Primary Schools Admission Booklet about the schools that will host the additional classes. This will ensure that parents have the necessary information to make their preferences of school before the closing date for Primary School Admissions on 4 December 2009.

### **NEXT STEPS**

There is a need to continue detailed discussions at individual schools, initially with the Governing Body and then with the wider school community and local residents regarding the potential expansion proposals. Meetings will be arranged to enable this to take place early in the Autumn Term.

The statutory consultation process to expand named schools and/or build new schools is set out in guidance published by the Department for Children, Schools and Families. This phase of consultation starts with the publication of a statutory notice of the Local Authority's intention to permanently expand a school site or establish a new school in the area.

There are different requirements for the statutory consultation around expansion of an existing school and establishing a new school but it will be important to publish an overall strategy to address the shortfall of places. This Strategy is likely to include a combination of:

- New build schools (subject to site availability)
- Expansion of existing schools
- Need to accommodate bulge classes at some schools whilst building works take place at schools which are to be expanded permanently

A competition is required where a Local Authority wishes to establish a new school. This includes cases where a brand new school is required to meet an increase in the local population. The Local Authority must identify the proposed site for the new school although proposers may put forward proposals to establish the school on a different site.

When the Local Authority is proposing an expansion of school places there is a requirement to consider if there is a sufficiently diverse range of schools available for parents. There is also a strong presumption that the pattern of school places by type of school is maintained where new classes or schools are added. Currently 67% of places are available in Community schools, 20% in Church of England Primary schools and 18% in Roman Catholic Primary schools

### **FINANCIAL IMPLICATIONS – CAPITAL EXPENDITURE**

The overall cost of capital works that will be required to create up to 15 additional forms of entry will be significant. The costs will comprise further investment in temporary accommodation in advance of permanent building works being completed. The costs will depend on the mix of new schools and expansion of existing sites e.g. a new 3 form entry school would typically cost £8m, and expansion of an existing school by 1form of entry is at least £2m.

Our current estimates are that between £20m and £30m is needed over the period 2009 to 2013 to fund a permanent expansion Primary school places by the required 28%.

Recent discussions with the Department for Children, Schools and Families regarding the need for additional capital grant funding have been positive. There is now an understanding of the significant need for Primary school

places not only across London but also in many other urban areas nationally. Kingston is well placed to attract additional funding in the future funding allocations, in view of the preparations that are already in place.

### **CONCLUSIONS**

It is recognised that there is a need to provide certainty as soon as possible for parents and schools regarding the proposed strategy to expand schools and develop new schools. The need is urgent and an agreed strategy must be available for further temporary classes for September 2010 on an interim basis, and permanent expansion for 2011.

The consultation responses provide a clear request from parents that further consideration be given to the potential for more sites for new schools. To date the Local Authority has concentrated on sites that are already in the Council's ownership, as well as considering land owned by NHS Kingston. The main reason for this approach was that it was felt desirable to ensure that any new school could be delivered as soon as possible, and this remains the most straightforward way to deliver any new schools in good time.

In view of the consultation responses a process to identify sites not in the Council's ownership will now be explored more fully. However it is important to avoid delay in providing the additional places as part of a permanent expansion and there is a practical limit to the use of temporary buildings as an interim measure.

The proposed way forward therefore, is to pursue options to expand existing schools with those schools most able and willing to do this by continuing with the feasibility work and further discussions with Governing Bodies and with the Southwark Diocese and RC Archdiocese of Southwark in the early Autumn. At the same time there is a necessity to look again at the options for new school sites and to progress the costings of different options and to confirm the available funding.

We propose therefore to take a further report with final recommendations back to the Executive in November 2009.

### **EQUALITY IMPACT ASSESSMENT IMPLICATIONS**

In undertaking the role of commissioner of school places in the local area the Local Authority has a statutory responsibility to ensure that there are sufficient school places for all children, to ensure fair access to schools, and to ensure that there are sufficient schools in the area. There is also a duty to promote diversity and increase parental choice. The Government's stated aim is to secure a more diverse and dynamic schools system which is shaped by parents' preferences for a good local school.

There is clearly a responsibility for the Local Authority to ensure that the Strategy for expansion reflects the needs of all children in the Borough, and not just those

of parents who are more able to express their views. An underlying requirement is that the Strategy will contribute to improving the quality of local provision, and will lead to improved educational outcomes for children. The Local Authority is therefore required to pay particular attention to the effects on groups of children that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps. The proposals will also be required to take the needs of other pupils into account e.g. children with learning difficulties and disabilities.

The proposals to be developed in Kingston will therefore support the detailed plans within the Children and Young People's Plan and the Strategy for Early Intervention and Prevention - 'Closing the Gap'.

### ENVIRONMENTAL IMPLICATIONS

There are significant environmental implications arising from the building works that will be required to provide additional school places. The extensions to existing schools or new schools will be designed to ensure that there is improved sustainability of school buildings. Wherever possible the agreed priorities within the Primary Capital Programme Strategy adopted by Executive in June 2008 and approved by the Department for Children, Schools and Families in November 2008 will be incorporated into expansion plans. In this way it is hoped that greater efficiencies will be achieved through the rationalisation and remodelling of school buildings and the use of ICT, and that the plans will maximise the use of outside spaces for outdoor learning and play through careful landscaping. There will also be implications for transport and access to schools, when some sites are expanded.

**Background papers:** held by Anne Redparth (author of report), 020 8547 5276;

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1. Primary Capital Programme Strategy
2. Pupil Number Projections Data
3. Informal Consultation Materials (available on Kingston Website: [http://www.kingston.gov.uk/browse/education/schools/primary\\_expansion\\_consultation.htm](http://www.kingston.gov.uk/browse/education/schools/primary_expansion_consultation.htm) )
4. Informal Consultation Responses

## Strategy for Expanding Primary School Places in Kingston

### Informal Consultation Responses – Statistical Breakdown

The findings summarised below only consider the data responses and give an indication of local area opinion only. Please note this questionnaire was not envisaged to be a vote. These results should not be considered in isolation but as part of the whole consultation. Decisions about the final strategy will also be informed by the availability of land for new schools, the feasibility studies of existing school sites, planning considerations and the requirements of the curriculum and the impact on the effective management of schools.

#### Key findings:

- 1,232 questionnaires were returned and a number of separate written responses were also received
- 90% (1,108) were completed by parents/carers
- 45.5% (561) added comments to their forms
- Expansion to four forms of entry was the least favoured option in each of the planning areas
- New three form entry schools were the most popular options
- The highest response was received from Kingston Town, 32.5% of responses

	Planning Area 1 Kingston Town	Planning Area 2 Surbiton	Planning Area 3 Maldens and Coombe	Planning Area 4 South of the Borough	Out of Borough
<b>Total</b>	<b>400</b>	<b>316</b>	<b>258</b>	<b>119</b>	<b>60</b>
Parents / Carers	91.5% 366	92.1% 291	94.6% 244	86.6% 103	88% 53
Residents	25.5% 102	21.5% 68	17.4% 45	23.5% 252	6.7% 4
Governors	4.3% 17	7.0% 22	4.3% 11	2.5% 3	5% 3
Teachers	3.8% 15	4.1% 13	5.0% 13	3.4% 4	6.7% 4
Other	2.3% 9	1.6% 5	1.2% 3	4.2% 5	3.3% 2

**Planning Area 1: Kingston Town (4 extra classes needed)**

School	Proposed total number of pupils per year	Proposed total number of classes per year	Proposed number of extra classes	Number of Responses	Ranking 1= most responses	Planning Area 1 Residents only	
						Number of Responses	Ranking
Alexandra Infant	90	3	1	661	1	316	1
Fern Hill Primary 1*	90	3	1	492	4	214	4
Fern Hill Primary 2*	120	4	2	227	6	98	6
King Athelstan Primary	90	3	1	506	3	233	3
Latchmere School	120	4	1	419	5	194	5
St Joseph's Catholic Primary	60	2	1	581	2	252	2

The favoured options in order of preference are to expand Alexandra Infant School, St Joseph's RC Primary School, King Athelstan Primary School and expand Fern Hill Primary School by one form of entry only.

**Planning Area 2: Surbiton (4½ or 5 extra classes needed)**

School	Proposed total number of pupils per year	Proposed total number of classes per year	Proposed number of extra classes	Number of Responses	Ranking 1= most responses	Planning Area 2 Residents only	
						Number of Responses	Ranking
Christ Church C of E Primary	90	3	1	343	5	113	5
Maple Infant	90	3	1	355	4	119	4
Grand Avenue Primary	90	3	1	467	3	207	1
St Matthew's C of E Primary	60	2	½	489	2	182	3
Tolworth Infant	120	4	1	201	7	68	7
New School 1** (Surbiton Hospital Site)	60	2	2	232	6	96	6
New School 2** (Surbiton Hospital Site)	90	3	3	527	1	184	2

The favoured options in order of preference are to expand Grand Avenue Primary School, a new 3 form entry school on Surbiton Hospital site, expand St Matthew's Primary School, Maple Infant School and Christ Church Primary School.

**Planning Area 3: Maldens and Coombe (4 extra classes needed)**

School	Proposed total number of pupils per year	Proposed total number of classes per year	Proposed number of extra classes	Number of Responses	Ranking  1= most responses	Planning Area 3 Residents only	
						Number of Responses	Ranking
Burlington Infant and Junior	120	4	1	<b>231</b>	<b>4</b>	<b>55</b>	<b>4</b>
Christ Church New Malden C of E Primary	90	3	1	<b>422</b>	<b>2</b>	<b>117</b>	<b>2</b>
Corpus Christi Catholic Primary	90	3	1	<b>329</b>	<b>3</b>	<b>93</b>	<b>3</b>
New School 1** (site to be agreed)	60	2	2	<b>208</b>	<b>5</b>	<b>55</b>	<b>4</b>
New School 2** (site to be agreed)	90	3	3	<b>510</b>	<b>1</b>	<b>137</b>	<b>1</b>

The favoured options in order of preference are to build a new 3 form entry Primary School, and expand Christ Church Primary School, Corpus Christi RC primary School, and Burlington Infant and Junior Schools.

**Planning Area 4: South of the Borough**

The proposals for the south of the borough are to expand Lovelace Primary School and Ellingham Primary School. However a small number of respondents did not favour expansion at Ellingham.

## SCHOOL ADMISSIONS FORUM

7 JULY 2009

### CHILDREN WITH A STATEMENT OF SPECIAL EDUCATIONAL NEEDS (SEN)

#### REPORT BY THE STRATEGIC DIRECTOR OF LEARNING & CHILDREN'S SERVICES

##### **SUMMARY**

The purpose of this report is to provide a briefing on the arrangements for children with SEN starting school in Reception and changing school at key transition points, such as transfer to secondary school.

##### **ACTION FOR THE FORUM**

It is recommended that the Forum note the arrangements in place.

##### **Background**

There are an estimated 5 children in every class with greater difficulty learning than the majority of similar aged children. Their needs are defined as SEN, (children who are gifted are not included within this definition). They will experience a range of barriers to becoming a successful learner:

- thinking and understanding (cognition)
- behaviour and concentration (emotional and social)
- speaking, listening and getting on with people (communication and interaction)
- physical or sensory

For most children with SEN the usual school admissions arrangements will apply, however children who have the greatest difficulty will be made the subject of a Statement of SEN and the arrangements for their admission of children are covered by the Education Act 1996 Section 324 and Schedule 27 to the Act.

Under section 316 of the Education Act 1996, the local authority has a general duty to educate a child in a mainstream school unless to do so would be incompatible with the wishes of the parents or the provision of efficient education for other children

Before naming a particular mainstream school, the LA must consult the school, under Schedule 27 to the Act, sending them a copy of the proposed statement. The

LA must consider the school's response before reaching its decision to name the school, or otherwise.

Once a school has been named on a Statement, the school must admit that pupil.

The LA must name the parent's preferred school on the Statement unless:

- the school is unsuitable for the child's age, aptitude or SEN
- the child's inclusion at the school would be incompatible with the efficient education of other pupils.

Religious criteria do not come into play where a child has a Statement.

Where the authority does not name the parents' preferred school, it must issue a statutory notice advising them of their right of appeal to the independent SEN & Disability Tribunal.

There are approximately 300 children resident in Kingston who have a Statement of SEN, placed in a mainstream school.

For children resident outside of Kingston, their home LA is the authority which must carry out consultation under schedule 27.

### **Secondary Transfer**

When a pupil with a Statement needs to change schools, the plans are discussed at the Statutory Annual Review of the Statement . This is undertaken a whole year prior to transfer to make sure there is plenty of time to make arrangements and the pupil's transfer goes smoothly. For children moving to secondary school, the annual review is usually held in the summer term of Year 5. Some parents already have a preferred secondary school because of a family link, or perhaps a local church and they are able to discuss their preference at the review meeting.

At the start of the autumn term Year 6, the LA writes formally to parents to confirm their preference.

Once the authority has received the parent's preference it initiates statutory consultation. It has a duty to amend the Statement, confirming the secondary school place by 15 February of the transfer calendar year.

### **Choosing a school**

As part of the assessment process, a range of professional reports and parent 's contributions (their views and any additional reports they would like to be

considered) are gathered. Where the advice indicates that provision can be made in a mainstream school, parents are invited to express their preference for a particular school.

Parents of children becoming subject to a Statement are sent a draft 'proposed' version of their child's Statement and invited to express their preference. Parents of children with an existing Statement are sent an 'amended proposed' and invited to express their preference for a change of school.

Parents are advised that all schools in Kingston make provision for children with Special Educational Needs (SEN).

Schools with specialist resourced provision (sometimes referred to as SEN Units) are only considered when the advice received as part of the assessment indicates that a child's needs are greater than those which can be met in a mainstream class with a Statement. Children accessing specialist resourced provision for autism will have been considered by a specialist multi-agency group and their parents advised that they will need this additional, enhanced level of provision. Parents may decline a specialist placement in favour of their preferred mainstream school.

### **Advice for parents**

The Local Authority's Assessment and Support for Learning Service (A & SfL) based at offices in Guildhall 2, allocates a named caseworker to deal with the arrangements for each child's assessment, Statement and Reviews. The caseworker is available to talk to parents at any point during their child's assessment, or reassessment.

The DCSF produces a guide for parents to explain the legislation and the responsibilities of schools and the Local Authority. A & SfL provides parents with a copy.

### **Parent Partnership Service**

The Kingston Parent Partnership Service, provided through local voluntary organisation, Enhanceable provides *impartial* information, advice and support.

### **Action for the Forum**

It is recommended that the Forum note the arrangements in place.

**Background Papers held by Julie Ely (0208 547 5269)**

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**SCHOOL ADMISSION FORUM**

**7 JULY 2009**

**PRIMARY SCHOOLS ADMISSIONS FOR SEPTEMBER 2009**

**SUMMARY**

**This report informs Members of the latest situation regarding the primary admissions for September 2009 and the number of Kingston children currently without a Reception place for September 2009.**

**ACTION FOR THE FORUM**

**The Forum is asked to note this report and offer any views.**

**BACKGROUND**

1. This year Kingston's primary schools received 1924 applications by the allocation date of 25 March 2009. A total of 300 extra places were added in 10 schools in response to the increased demand for places.
2. 1830 offers were made on allocation day and 94 children were not offered a school place. This number includes Kingston and out borough resident applicants. 83% were offered their highest preference and 95% were offered one of their preferences.
3. A total of 1759 Kingston children made an application and 71 were not offered a school place on 25 March. 84% of RBK residents were offered their highest preference and 96% were offered a preference. 4%(71) were not offered a preference.
4. Following the initial allocation, out of 29 infant and primary schools offering Reception places, waiting lists have been maintained for 20 over-subscribed schools, and further offers of places at these schools have been made as parents refused initial offers for a more preferred school.

**PRIMARY SCHOOL PLACES FOR SEPTEMBER 2009**

5. In response to the increased demand for places, the Local Authority consulted with schools' governing bodies and 300 additional places have been added at 10 schools. The schools are Alexander Infant, Burlington Infant and Nursery, Christchurch C of E Primary ( Surbiton), Fern Hill Primary, Knollmead Primary, Latchmere School, Lovelace Primary, Maple Infant School, St Mathew's Cof E Primary, and Tolworth Infant and Nursery School.

## Appendix C

6. As at 23 June, there are 18 children without a known destination and 58 vacancies at 9 schools. Therefore there are more than enough places for all 18 children.
2. The LA has written to parents without a current offer of a school place on 11 June advising them of schools with vacancies, offering advice on making further applications or asking them to advise the LA if they have made alternative arrangements for September. Parents have been asked to respond by 10 July.
3. Appeals for community primary, junior and infant schools have been heard in June. Appeals for VA and Foundation schools have either been heard or are awaiting hearings.

**Background papers held by Hatija Bhatia (tel: 020 8547 5284)**

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LA booklet for parents on primary school admissions for Sept 09

**SCHOOL ADMISSION FORUM**

**7 JULY 2009**

**SECONDARY SCHOOLS ADMISSIONS FOR SEPTEMBER  
2009**

**SUMMARY**

**This report informs Members of the latest situation regarding the number of school places vacant for this September and the number of Kingston children currently without a place for September 2009.**

**ACTION FOR THE FORUM**

**The Forum is asked to note this report and offer any views.**

**BACKGROUND**

1. The initial offers for secondary schools for September 2009 were made to parents on 2 March and they were given two weeks in which to reply to the LA to accept or decline the place offered.
2. Following the initial allocation, waiting lists have been maintained for all over-subscribed schools, and further offers of places at these schools have been made as parents refuse initial offers for a more preferred school.
3. Parental appeals for places at community secondary schools have now all been heard, and those for places at voluntary-aided (VA) and foundation (F) schools have either been heard or will be heard shortly.

**SECONDARY SCHOOL PLACES FOR SEPTEMBER 2009**

4. Seven of the ten secondary schools are currently full for Year 7 admissions in September 2009 and have waiting lists.
5. There is still movement on the waiting lists, and as places are being refused, further offers are continuing to be made for community, foundation and Voluntary Aided schools.
6. On 3 March 2008, for September 2009, out of 1556 RBK applicants, 57% of parents received an offer of a place at their first preferred secondary school. 95% of parents have received an offer of one of their preferred schools. For September 2008, the figures were 60% and 94% respectively.

## Appendix D

7. On 3 March 2009, 82 Kingston parents did not receive an offer for any of the secondary schools which they named as their preference. 57 out of the 82 were offered a place at their nearest Kingston school with a vacancy.
8. As at 23 June 2008, there are 10 children (3 girls and 7 boys) Kingston children without a known destination of a school in September 2009. Letters have been sent on 15 June asking these parents to inform the Authority by 30 June which school their child will be attending in September 2009. The letter advises parents of which schools in Kingston still have vacancies for September 2009.
9. In comparison, on 5 June 2008, there were 22 children without a known destination for September 2008.

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LA booklet for parents on secondary school admissions for Sept 2009

### SCHOOL ADMISSION FORUM

7 JULY 2009

## FAIR ACCESS PROTOCOL

### **SUMMARY**

**This report informs Members of the revised draft Fair Access protocol which is currently being piloted by secondary schools.**

### **ACTION FOR THE FORUM**

**The Forum is asked to offer views on the draft protocol with view to approving the final version for implementation from September 2009.**

### **BACKGROUND**

1. The Government's Five Year Strategy for Children and Learners, published in July 2004, highlighted the need for schools to work together on their wider responsibilities, such as the provision of places for hard to place children. This has been further emphasized in the Children's Plan and through the Education and Skills Act 2008 strengthening the role of LAs and schools to ensure their commitment to fair access to school for every child.
2. In 2005, the LA set up its original Fair Access Protocol which was then known as the Hard to Place protocol and included managed moves, transfers and new admissions which were deemed hard to place. The placements were agreed between the LA and the schools concerned.
3. Following the revised School Admissions Code which came out in February 2009, the LA has recently revised its Fair Access protocol. This protocol is compliant with the Code and states that no school is expected to take more than its fair share of hard to place pupils and that undersubscribed schools are not be expected to admit a greater proportion of children with challenging behaviour than other schools.
4. To ensure that the needs of the child and the needs of the school are taken into account, the DCSF expects every local Admissions Forum to agree a protocol with schools, for sharing hard to place children more fairly between schools.

### **IMPLEMENTATION OF THE REVISED DRAFT PROTOCOL**

- 5 Last term, a working group of secondary Headteachers or members of their Senior Leadership teams and LA officers met to consider revised Fair Access

## Appendix E

protocols under the new requirements of School Admissions Code. Their recommendations were put forward as a draft protocol for consultation with secondary schools. All secondary schools agreed the protocol attached to this report at Annex 1.

- 6 All secondary schools have committed to the revised Fair Access Protocol and the newly formed Fair Access Panel consists of all mainstream secondary Headteachers, the Headteacher of the PRUs and key LA officers which include the Strategic Lead for Inclusion, Head of Admissions and the Exclusion and Reintegration Officer.
- 7 The revised draft protocol has been implemented since April 2009 and during this time the Panel have met to consider 3 cases. As a result, all three cases have been enrolled at three secondary schools which parents had expressed as a preference.
- 8 As the protocol has only been in place for less than a term, it is too early for the Fair Access Panel to have reviewed processes and functions of the protocol and to provide feedback to the Admissions Forum.
- 9 It is envisaged that the Panel will be able to give feedback next term which will be reported to the Forum at its next meeting.

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The School Admissions Code 2009



# **FAIR ACCESS PROTOCOL**

April 2009

### 1. Introduction

- 1.1 The Government's Five Year Strategy for Children and Learners, published in July 2004, highlighted the need for schools to work together on their wider responsibilities, such as the provision of places for hard to place children.
- 1.2 In Every Child Matters, the Government set out their belief that all children should receive a good education to help them fulfil their potential, but that for some children that can be harder than for others.
- 1.3 However, the Government also makes it clear that there is a balance to be struck between finding a place quickly and finding a place that is appropriate for the child, and that no school should be asked to take an excessive or unreasonable number of pupils who have been excluded from other schools.
- 1.4 To ensure that the needs of the child and the needs of the school are taken into account, the DCSF expects every local Admissions Forum to agree a protocol with schools, for sharing hard to place children more fairly between schools. The revised School Admissions Code which comes into force on 10 February 2009 states:

“Fair Access Protocols exist to ensure that access to education is secured quickly for children who have no school place but for whom a place at a mainstream school or alternative provision is appropriate, **and** to ensure that all schools in an area admit their fair share of children with challenging behaviour, including children excluded from other schools. Along with devolved funding and responsibility for alternative provision, an agreed protocol encourages local authorities and schools to work together in partnership to improve behaviour, tackle persistent absence and help support improving behaviour partnerships.”
- 1.5 This protocol sets out the definition of a hard to place child, and describes how they will be considered.
- 1.6 This protocol applies to all 10 secondary schools in Kingston and each of these schools is required and has agreed to operate within the terms of this protocol. Undersubscribed schools must not be expected to admit a greater proportion of children with challenging behaviour than other schools. This protocol also covers the role of the Pupil Referral Units.
- 1.7 This protocol applies to secondary aged pupils who are identified as 'hard to place' from the beginning of Year 7 up to the end of Year 11.

### **2 Main Principles of the Protocol**

- 2.1 Every child has the right to be educated.
- 2.2 Children should be placed quickly (see 5.8)
- 2.3 The purpose of the protocol is to ensure a fair distribution of hard to place pupils across schools.
- 2.4 All schools within Kingston (see 1.6) to agree participate and work within the protocol.
- 2.5 The allocation of pupils should be equitable with no one school being required to take a disproportionate number of significantly challenging pupils.
- 2.6 A school cannot cite oversubscription as a reason for not admitting a hard to place pupil where that school is the nominated school to take a hard to place pupil.
- 2.7 Schools should work together and support each other in ensuring a fair distribution of hard to place pupils across all schools.
- 2.8 There should be a full and honest exchange of information regarding pupil history to ensure the receiving school can provide the necessary support plan.
- 2.9 Schools must have effective integration processes in place.
- 2.10 Schools must work, with the appropriate support mechanisms, to engage the parent and child towards regular and effective attendance.

### **3 Definition of a Hard to Place Pupil**

- 3.1 The revised School Admissions Code states that the following categories of children must be included under the Fair Access protocol:
  - Children attending PRUs who need to be reintegrated back into mainstream education;
  - Children who have been out of education for longer than one school term;
  - Children whose parents have been unable to find them a place after moving to the area, because of a shortage of places;
  - Children withdrawn from schools by their family, following fixed term exclusions;

- Children of refugees and asylum seekers;
- Homeless children;
- Children with unsupportive family backgrounds, where a place has not been sought;
- Children known to the police or other agencies;
- Children without a school place and with a history of serious attendance problems;
- Traveller children;
- Children who are carers;
- Children with special educational needs (but without a statement);
- Children with disabilities or medical conditions;
- Children returning from the criminal justice system;
- Children of UK Service personnel and other Crown Servants.
- Children in the Women's Refuge

#### **4 Achieving an Equitable Distribution of Pupils Under Fair Access Protocol (FAP)**

- 4.1 Each school will be given an initial limit of admitting 2 pupils in each year group every academic year under the FAP. This may result in the school going over the published admission number and/or accepting a pupil who has previously been refused a place on appeal.
- 4.2 The Fair Access Panel will consist of the Head teacher of each mainstream secondary Kingston school, Headteacher of the PRUs, Head of Admissions, Strategic Inspector for Inclusion and SEN , Pupil Support Manager and the Exclusions and Reintegration Officer. It will meet on a half termly basis following headteachers' meetings from September to July. An additional meeting may be arranged should it be required.
- 4.3 The Panel will make the final decision as to whether a case will be determined as hard to place and which school will be nominated to receive each case. This will take into account the suitability of the placement for the pupil and the school; and will ensure that the required additional resources are made available to support the pupil's successful integration into school.
- 4.4 Where a school permanently excludes a pupil, the limit of admitting pupils to that school under the Fair Access Protocol will be adjusted accordingly.

#### **5 Considering Applications**

- 5.1 Where a school receives an application which may require consideration under FAP, the school must forward the form to School Admissions with any supporting evidence.

## Annex 1

- 5.2 If an application has been received by a school to arrange a placement, and they subsequently discover information which could mean they are hard to place, they should return the application to School Admissions before an offer is made. Where a school admits a pupil and subsequent information comes to light that information will then be referred to the Fair Access Panel.
- 5.3 The Head of Admissions will provisionally deem cases to be hard to place. Admissions will seek additional background evidence in each case to support the Panel decision making process.
- 5.4 If an application is made by an out-borough resident who is deemed hard to place the matter will be initially considered by the FAP and can if necessary be referred back to the pupil's home authority for consideration.
- 5.5 Cases provisionally designated as hard to place will be added to the agenda of the Fair Access Panel. The Panel will meet each half term and allocate each hard to place child to an appropriate school.
- 5.6 The Panel will refer the paperwork back via the School Admissions Team to maintain statistics and to pass the paperwork to the allocated school.
- 5.7 Children to be placed through the Fair Access Protocol take precedence over children on any waiting list the school may hold.
- 5.8 Once a child has been allocated by the Panel, the child should be admitted within 2 weeks, with the exception of children being reintegrated from the PRU. The schools will notify School Admissions of the admission date in each case.
- 5.9 Where the child is in a PRU, a period of review and continued support will be agreed with the school by the PRU to ensure a successful reintegration.
- 5.10 If the child is not allocated their highest preference school, they will have a right of appeal against each school which was not offered but named above the allocated school.
- 5.11 Parents have the right to turn down the allocation of a place in which case the pupil will be referred by the FAP to the Education Welfare Service (EWS).
- 5.12 All schools will be expected to admit pupils who have been duly assigned to their school under the process described above. If a school is identified as the one to admit a pupil and refuses to do so the matter will be referred to the Strategic Director of Learning & Children's Services who will direct the school

to admit the pupil. Any further objection will be referred to the Schools Adjudicator. or to the Secretary of State, as appropriate

### **6 Financial Agreements**

6.1 A permanently excluded pupil who is admitted to a new school through the Fair Access Protocol will have, from the date on roll, the remaining portion of the Age Weighted Pupil Unit (AWPU) formula transferred to the new school.

6.2 Where a Kingston school exclude a pupil permanently a further amount will be withdrawn to support the pupil's future educational placement. This amount will be calculated at £50 per week for the number of academic weeks remaining in the school year i.e. if a pupil is excluded at the start of the Summer Term  $£50 \times 39 \text{ weeks} = £1,950$  would be withdrawn. This sum will follow the pupil to an alternative mainstream Kingston school or to the PRU at the rate of £50 per week for the number of academic weeks remaining in the school year i.e. if a pupil is excluded at the beginning of the autumn term £1,300 is withdrawn ( $£50 \times 26 \text{ weeks}$ ). The pupil spends 5 weeks at the PRU which receives £250. They are then admitted to a new school which receives £1,050 ( $21 \text{ weeks} \times £50$ ).

### **7. Review of the Protocol**

- 7.1 The Admissions Forum will review the operation of the protocol to ensure that schools are meeting their requirement to place these pupils as soon as possible.
- 7.2 The Fair Access Panel will review the processes and function of the protocol, making recommendations for the Admissions Forum to consider.

### SCHOOL ADMISSIONS FORUM

7 JULY 2009

#### INFORMATION ITEMS

##### 1. CHOICE ADVICE

Following a review of the Choice Advice Service, the service is now being delivered by the Family Support Service which is located in Prevention and Safeguarding Services. The evaluation and feedback of the initial service, which was delivered wholly in the voluntary sector, identified alternative ways of providing targeted support using providers known to vulnerable families and have on –going contact with schools. This feedback helped shape the decision for locating the service delivery within the Prevention and Safeguarding arm of Learning and Children’s Services. The Family Support Workers(FSWs) have on-going contact with schools and have received their initial training on Admissions. Further training is planned during this term. The Admissions team will continue to provide on-going support to the Choice Advice service.

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##### 2 CHILDREN AND YOUNG PEOPLE’S PLAN 2009 – 2013

The Children and Young People’s Plan summarises key priorities and objectives for improving the health, safety, achievements, positive contribution and economic well being of all children and young people in Kingston. The Plan also sets out how the Children’s Trust will continue to support the further integration of services, take forward our workforce development strategy, and commission provision that meets the needs of children, young people and families.

The over-riding priorities continue to be a strong focus on raising educational standards and improving outcomes for all, narrowing achievement gaps, improving safeguarding, supporting and engaging parents and carers, and promoting the physical and emotional well being and mental health of children and young people.

The draft Children and Young People’s Plan for 2009-2013 is ambitious and contains a number of challenging targets. The detailed performance measures and actions plans will be set out in a Part 2 document which will be available at a later date.

As reported at the last meeting, a series of consultation meetings have been held since the Autumn including a consultation conference for stakeholders on 26 March 2009 which was attended by the chair. Further to this meeting a draft Children and Young People’s Plan has been compiled and circulated to a wide range of partners and stakeholders for consultation. The consultation period runs from 25 June until 24

## Appendix F

July. All members of the Schools Admissions Forum should have received a copy by email asking for comments on the key priorities and objectives identified through feedback from earlier consultation events and your views are most welcome.

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