

# Best provision protocol (BPP)

Protocol to ensure the best educational  
provision for children in care in line with  
Department for Education Statutory  
Guidance (2019)

2019



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# Protocol to ensure the best education provision for children in care

## 1. Introduction

This protocol aims to simplify and exemplify the process around securing the best educational provision for children in care (CiC). It defines best practice including the joint role of key professionals in this regard.

Its main purpose is to ensure consistency of process across all professionals who work together to secure high quality education provision for CiC.

### Background context

Research such as that of the Rees Centre states there is a significant discrepancy between the educational outcomes of children in care or on the edge of care and those in the general population **and that changes in school placement impact significantly on educational outcomes**. It notes that whilst an average of 3% of those children not recorded as CiC or children in need (CIN) changed secondary school, the rate was up to four times higher for some CiC.

*“Both school changes and placement changes are risk factors for looked after children’s educational outcomes.”*

*“Young people in care who changed school in Years 10 or 11 scored over five grades less than those who did not.”*

<http://reescentre.education.ox.ac.uk/research/educational-progress-of-looked-after-children/>

## 2. This protocol

**Includes all moves of school by CiC**, i.e. transfers as well as both in-year and normal school admission rounds<sup>1</sup>.

### It takes into account.

- Developments within the education system<sup>2</sup> for example the creation of different types of schools. It makes the assumption that all education providers will follow this guidance in order to ensure the best provision for all CiC.<sup>3</sup>
- Legislation relating to school admissions contained in the School admissions code (December 2014). A key provision of the Code, for the purposes of this document, is that in-year applications can be made directly to the admissions authority of the parental responsibility (PR) holder’s preferred school. Isle of Wight Council Admissions Team, however, has agreed to co-ordinate in-year applications for CiC as a means of reinforcing and supporting the aims of this protocol. Other local authorities (LAs) may also follow similar practice but this should not be assumed.

<sup>1</sup> Normal admission round refers to the period in which applications are made by the October (secondary) or January (primary) closing dates for children starting reception, transferring from infant to junior school or transferring to secondary school in the new academic year.

<sup>2</sup> Education Act 2011 which takes forward the legislative proposals in the Schools white paper: The importance of teaching, issued in November 2010.

<sup>3</sup> See School admissions code, paragraph 3.22: Where a local authority considers that an academy will best meet the needs of any child, it can ask the academy to admit that child....

### 3. Purpose

The purpose of this protocol is to ensure that the Isle of Wight's CiC receive the best education provision to meet their needs and secure good educational outcomes. Appropriate provision for CiC is defined within the statutory guidance for LAs (Promoting the education of looked-after children, Department for Education (DfE) (PI 1))

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

**In the case of in-year applications**, this protocol ensures that there is a clear procedure in place to ensure a CiC's timely, but well planned admission and/or integration into an education provision. It aims to improve the chances of the child's long-term success in the education provision through effective pre-admission information sharing and thorough transition planning.

Where in-year applications are simple and straightforward, adherence to this protocol should not delay a child's admission into a school. In the case of more complex applications, any unavoidable delay needs to be kept to a minimum whilst securing the best provision.

### 4. General guidance on the school place application process for CiC

The Virtual School (VS) Education Officer/s should be informed whenever an education placement is sought for a CiC. Their role specifically focuses on securing suitable education provision for CiC, particularly those experiencing the greatest difficulty in accessing and engaging with education. Caseloads are linked to social care rather than education districts hence the Education Officers also support with admissions and school placements in other local authorities (OLA) where necessary. They also work closely and jointly with the Education Advisers within the Hampshire Virtual School team to secure educational provision for children placed off Island.

The VS Education Officer will use their judgement and if necessary, seek the views of the School Improvement Manager (SIM), regarding the quality of the school<sup>4</sup>

under consideration, the school context and its most recent OFSTED judgment and performance in terms of floor targets. Any decision to place or maintain a place (e.g. when a child is already on school roll prior to coming into care) for a CiC in a failing school will be made on what best meets the young person's needs after consulting with the VS, SIM (Education and Inclusion), Inclusion team, Service Manager (Children and Families), and parent/carer. **The rationale for this decision needs to be recorded clearly on ICS by the child's social worker in conjunction with the VS Education Officer/s.**

**The Isle of Wight Council's Special Educational Needs (SEN) Service is responsible for the educational placement of all** children and young people (0-25) from the Isle of Wight with Education, Health and Care (EHC) Plans (which replaced Statements of Special Educational Needs per the Children & Family Act, 2014). SEN officers will seek the views of the VS, the SIM and the District Manager (Children and Families) and the Inclusion Manager regarding the quality of the provision under consideration (whether mainstream or special), including the school's most recent Ofsted judgment and performance in terms of floor targets. Where a child or young person with an EHC Plan is placed in a care provision outside the responsible local authority that local authority SEN Service undertakes the SEN processes including consulting with education provisions on behalf of the responsible local authority – it cannot make decisions without consulting the responsible local authority and the responsible CCG.

The VS Education Officer will be closely involved.

- move of care placement from another LA to the Isle of Wight or from one area of the Island to another
- need to transfer from one school to a different school on the Isle of Wight e.g. a managed move, or a move from a mainstream setting to an education centre or returning to mainstream
- move from an Isle of Wight school to a school in another LA

<sup>4</sup> The term school also refers to academies and 11-16 colleges throughout this document.

- unaccompanied asylum seeking child (UASC) recently arrived in the UK or transferring from a different part of the country.

In such cases, as with the normal admissions round, it is vital to ensure that the best education provision is selected for the child, i.e. provision best suited to the child's individual needs (including social, emotional and academic) and that this is secured within statutory timescales<sup>5</sup>.

### Therefore

- In selecting or maintaining a school/education provision, the social worker **must take into account** the views of the VS Headteacher (VSH)<sup>6</sup> or their nominee (usually the area VS Education Officer) about the suitability of the school that is under consideration<sup>7</sup>. In coming to the view, the VS Education Officer will consult the relevant SIM as described above and the Inclusion Manager where appropriate. The VS would expect that the social worker would consult with VS Education Officer/s around school placement at the earliest opportunity where there is the possibility of a care placement breakdown.
- Once the school is selected, it is vital to ensure that all information requisite to the long-term success of that educational placement is properly shared with the chosen school/education provider. See **key information** on page 6 for detail.
- **The child's social worker will not delegate the responsibility to the foster carer or parent.**
- **Where a child's parent holds PR** the social worker needs to ensure they follow the Children's Services Department (CSD) guidelines policies and procedures for Section 20/Section 31 care placements. This is exemplified in scenario 5 on page 21.

### A school will not accept an Isle of Wight CiC onto its roll without first ensuring that:

- a) the application has followed the BPP
  - b) the School Admissions Team and the VS Education Officer have been notified and are involved with the application
  - c) all key background information has been shared (see **key information below**)
  - d) a transition meeting (also known as a professionals meeting) has taken place and an integration plan agreed and recorded.
- Key background information, referred to above, will be made available via the transfer notification form (see Appendix 2) which must be completed by the child's social worker.
  - **Key information** will comprise at least the following: child's name; date of birth; legal status; name of belonging authority (if not Isle of Wight); social worker's contact details; last education provision; brief description of reasons for move and choice of school; brief description of needs and concerns (if applicable) including whether or not the child has an EHC Plan or is undergoing an EHC assessment; latest performance data in English, maths and science; whether or not the child is a UASC and if so which language(s) is/are spoken; any behavioural information key to a successful integration; previous year's attendance and date of last PEP/PEP review; whether or not the child has been referred to the School Admissions Team.
  - The School Admissions Team will notify the relevant VS Education Officer of any in-year applications received in respect of a CiC.

<sup>5</sup> The term school also refer See Section 52 of the Children Act 2004, paragraph 36: Where a placement has been made in an emergency, or where education provision breaks down, the responsible local authority...should ensure that a suitable new education placement is secured within 20 school days. In all other cases suitable education should be arranged before a child is placed. s to academies and 11-16 colleges throughout this document.

<sup>6</sup> The Senior Inspector Inclusion fulfils the role of Head Teacher of Virtual School for Looked After Children.

<sup>7</sup> See also Virtual school head toolkit, p. 87 & 88 (Role of the virtual school head).

## 5. Routine admissions for CiC

**Routine in-year admissions** are defined as those where the social worker and VS Education Officer judge that there are no needs or concerns that require discussion and planning beyond that normally associated with a routine admission. Both are agreed on the provision that will best meet the needs of the child.

For all **routine main round admissions** at usual school transition points (KS1 to KS2; KS2 to KS3; middle school to senior school) **the social worker must.**

- Contact the admission team for the relevant LA and complete the admission application and common transfer form for school transition.
- Complete an in-year application form in consultation with the carer/parent. The admission form must be signed by the social worker. The application form and the transfer notification form will be submitted to the School Admissions Team who will forward these to the school. If the application was made for an Isle of Wight School, the school will contact the social worker to accept the place.
- If required, contact the school and request a transition meeting and/or an education planning meeting (EPM) prior to the child starting. The attendees may include the school to which the child is applying, the child's social worker, the child's foster carer and/or parent, the child's current/previous school and any other relevant professionals. The child might attend for part of the meeting, if appropriate. All available supporting documentation may be brought to this meeting.

**If the named school is in a different LA's area the social worker must apply to the OLA for a school place and alert the VS.** The VS Education Officer will contact the relevant county's admissions officer and/or VSH if necessary to support an application, following the same steps as described for a **routine main round** admission above. Like the Isle of Wight some LAs co-ordinate in-year admissions and, therefore, the application outcome may come from either the school or the OLA directly to social worker. The social worker must accept the place and immediately inform the VS of both the start date and provision accepted.

**Please note that UASC have the same entitlement to a prioritised school place as any other CiC.** Their individual circumstances should not cause delay in securing a place. Please see scenario 6 on page 21 for exemplification and the flow charts on page 10 & 11.

## 6. In-year admission procedures for a child or young person with an EHC Plan or where a request for EHC assessment has already been made

**Social worker must:**

- Contact the Isle of Wight SEN Service to request a change of school placement (including where a child experiences an emergency care placement move and needs a school in a different location), for a child or young person with an EHC Plan, or if undergoing an EHC assessment to understand where the process is up to and ensure liaison between the SEN Service and the Admissions Service. Until a child or young person has or is agreed to require an EHC Plan, school placements are determined by the Admissions Service and their processes, and not the SEN Service. If placement is to another LA our SEN office will contact their equivalent team in the OLA and lead the school application.
- Liaise, when an application for admission has been accepted by the school, with school regarding EPM/transition planning meeting (TPM), personal education plan (PEP) meeting and start date.
- Provide school with all additional education background (current PEP, including attendance and attainment data, individual education plans (IEPs), behaviour logs, risk assessments etc.).

**SEN Team will:**

- consult education settings for children and young people with an EHC Plan
- send education settings the EHC Plan and related documents to which they have up to 15 days to respond; in exceptional circumstances, the SEN Service can name an education setting in an EHC Plan and direct them to accept a child or young person

Admission rules mean a school can go over published admission number (PAN) to admit a current or previous CiC. In line with DfE guidance CiC should wherever possible be placed on roll at schools judged good or outstanding.

VS will communicate with SEN Service around statutory timelines and ensure communication between local authority SEN Services if a CiC moves care placement during this process. Both teams will follow the Isle of Wight Council BPP.

In discussions with the social worker and VS **the SEN Service will decide.**

- a) **To confirm interim provision with the social worker, family, VS and previous school. Or**
- b) **To make a formal decision on school and name a new provision in the EHC Plan; agreeing to a change of roll to another school. This will be confirmed with social worker, family, VS and previous school.**

Where it is considered that the young person is finding it increasingly difficult to engage with their education (eg their needs may have changed) this should be raised via an annual review so that appropriate processes can be followed. The SW should get in touch with the Virtual School and SEN team at the earliest possible stage to alert them of any changes, including disengagement with their current provision and or a potential change in their care placement. All services need to work together for the benefit of the young person, in order to minimise disruption to their education and ensure the right provision is in place to meet their individual needs.

**In very rare circumstances** the LA may transfer the child or young person to the SEN Placement Commissioning Team to name a provision and agree change of roll to an independent or non-maintained specialist education provider without a DfE number.

## **7. In-year admission procedures for UASC**

In terms of admission to school, UASC have the same rights as any other CiC (so follow procedures in sections 4, 5 & 6 as relevant) in discussion with the VS. Please note, however, that any alternative provision you may feel is required (i.e. college, English for speakers of other languages (ESOL) or other) is commissioned by the schools; and is determined by the receiving LA upon the social worker application for a school place

- this is regardless of their immigration status. Please consider the following principles as set out in the DfE's statutory guidance for local authorities on the care of UASC and trafficked children.

### **<https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>**

All CiC must be given priority in school admissions, as set out in the School admissions code. Social workers and carers should understand local arrangements for priority admissions and ensure the child gains a place at the school most appropriate for them.

**Please note:** Many unaccompanied and trafficked children arrive in the UK without documentation or with fake documents. Where the age of a person is uncertain and there are reasons to believe that the person is a child, that person is presumed to be a child in order to receive immediate access to assistance, support and protection in accordance with Article 10(3) of the European convention on action against trafficking in human beings.

### **Age Assessments**

Age assessments are not routinely carried out and should only be used as described within DfE guidance:

*Where an age assessment is required, local authorities must adhere to standards established within case law. Age assessments should only be carried out where there is significant reason to doubt that the claimant is a child. Age assessments should not be a routine part of a local authority's assessment of unaccompanied or trafficked children.*

An age assessment is not a prerequisite for securing a school place. Where an age assessment is planned or in progress, placement on roll in an educational setting must proceed without delay, and the young person treated as a child until assessed otherwise. In order to avoid placing a child in the wrong year group, however, the VS may in exceptional circumstances recommend delaying the child's start date until the results of an age assessment (where this is appropriately used) is known.

Where a school is unsure of the date of birth that has been allocated by the Home Office they should contact the child/young person's social worker who will be able to clarify.

### **English as an additional language (EAL)**

UASC may have a varied experience of education and learning English. Being new to English, however, is not a reason to delay admission to school or a reason to

expect poorer educational outcomes. DfE statistics show that many children learning EAL achieve well despite learning English at the same time as learning curriculum content. We should not assume that a UASC who is new to English cannot succeed in a mainstream school.

**<https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2015-to-2016>**

We are advised by the Hampshire VS who work closely with the Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) around meeting the educational needs of UASC. EMTAS provides advice around assessing and supporting the language needs of UASC, and effective use of interpreters to enable the child's voice and views to be heard. Professionals working with UASC are advised to visit the Hampshire EMTAS website to familiarise themselves with meeting the educational needs of this group and of children learning EAL.

**<http://www3.hants.gov.uk/emtas>**

## UASC placed in an Isle of Wight school

Contact the VS Education Officer to discuss suitability of school and arrange EPM

Submit application and transfer notification form to Schools Admissions Team (indicating UASC and language(s) spoken)

Together with VS Education Officer make referral to Hampshire EMTAS for initial assessment (English and first language(s))

Hold transition meeting within five working days (EPM)

**Child starts school**

Where concerns are raised about young person's age, follow DfE guidance as explained on page 8

**<http://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>**

**<http://documents.hants.gov.uk/education/EMTASUASCresponseNov2016.pdf>**

Please check FAQ for funding arrangements  
Please make the referral to Hampshire EMTAS using the following link

**<http://www3.hants.gov.uk/education/emtas/newreferrals.htm>**

Ensure EMTAS report informs discussion of child's needs and that an interpreter is present to ensure child's voice and views are heard at initial PEP



## UASC placed in a different local authority

Contact the VS Education Officer to discuss suitability of school and arrange EPM

Submit application and transfer notification form to the admissions authority (please check if school/LA) (indicating UASC and language(s) spoken)

VS Education Officer to either use OLA's EMTAS or equivalent, or refer to Hampshire EMTAS for assessment and support

Hold transition meeting within five working days (EPM)

Child starts school

Where concerns are raised about young person's age, follow DfE guidance as explained on page 8

<http://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>

<http://documents.hants.gov.uk/education/EMTASUASCresponseNov2016.pdf>

Please check FAQ for funding arrangements

Referral to Schools in other local authorities who have Isle of Wight UASC

Decision as to whether or not Hampshire EMTAS can provide support to be made on a case by case basis

Ensure EMTAS/equivalent language support service report informs discussion of child's needs and that an interpreter is present to ensure child's voice and views are heard at initial PEP

## 8. In-year admissions for a young person (without an EHC Plan or not UASC) but with additional needs or safeguarding concerns (complex)

These applications are defined as those where there are significant concerns about engagement, welfare or ability that require further discussion around choice of education setting. This will include being below age expectations for attainment for children without any known learning needs.

In liaison with the VS the **social worker must**.

- Make an application for a school place.
- In addition because of the high level needs of the young person, alongside the school application, the social worker should arrange an EPM either prior to or after accepting a school place. The EPM will involve the child (if appropriate), social worker, foster carer and/or parent, the VS, usually a VS Education Officer (where possible) and other key adults and relevant professionals, so that there is clarity around needs and how these might best be met in terms of choice of school (or alternative provision).

**If applying for a school place on the Isle of Wight** the application form and the transfer notification form will be submitted to the School Admissions Team who will forward these to the school.

**If applying for a school place in another LA** the social worker can refer to the VS for advice on the OLA's admission process. The social worker may be required to fill out additional information forms to complete the in-year admission process.

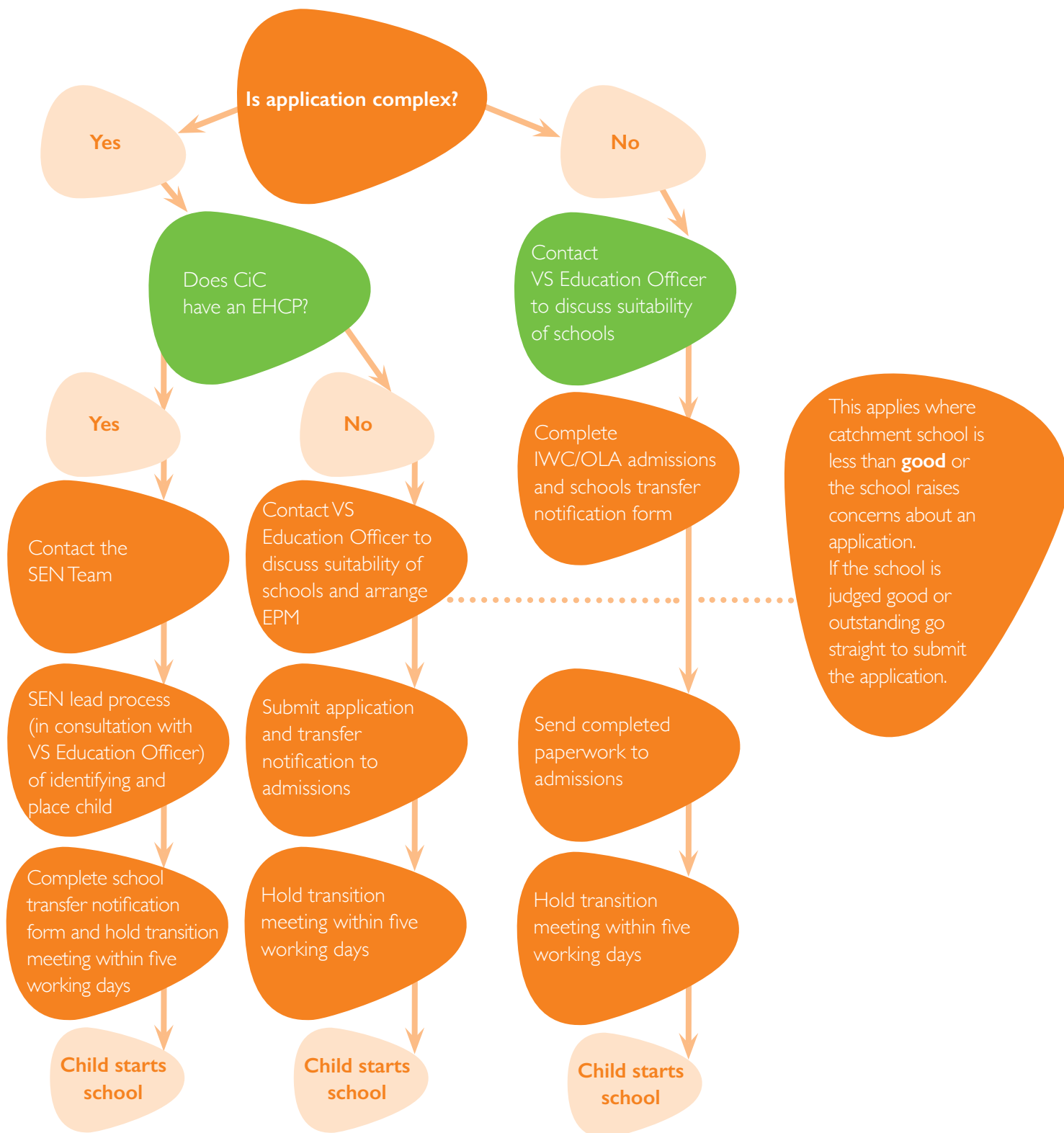
Once a decision has been reached about the best choice of school, the process as described in section 4 will be followed. A VS Education Officer will, where possible, be available to participate in this process as needed and will support and advise the social worker throughout.

# Key to abbreviations

<b>BPP</b>	Best provision protocol
<b>CiC</b>	Children or child in care
<b>CSD</b>	Children's Services Department
<b>DfE</b>	Department for Education
<b>EAL</b>	English as an additional language
<b>EHCP</b>	Education health and care plan
<b>EMTAS</b>	Ethnic Minority and Traveller Achievement Service
<b>EO</b>	Education Officer
<b>EPM</b>	Education planning meeting
<b>ESOL</b>	English for speakers of other languages
<b>IEP</b>	Individual education plan
<b>IWC</b>	Isle of Wight Council
<b>LA</b>	Local authority
<b>OLA</b>	Other local authority
<b>PAN</b>	Published admission number
<b>PEP</b>	Personal education plan
<b>PR</b>	Parental responsibility
<b>SEN</b>	Special educational needs
<b>SEND</b>	Special educational needs and disability
<b>SIM</b>	School Improvement Manager
<b>TPM</b>	Transition planning meeting
<b>UASC</b>	Unaccompanied asylum seeking child/children
<b>VS</b>	Virtual School
<b>VSH</b>	Virtual School Head

# Appendix 1: Flow chart for school

Isle of Wight School Admissions Service co-ordinate most applications for CiC (state maintained).  
Only apply to school directly upon advice.



See page 16 for contact details for the Isle of Wight SEN Team

The following links provide additional support where applying for a school place where a child has an EHCP.

<https://www.iow.gov.uk/localoffer>

<https://www.iow.gov.uk/Residents/Care-and-Support/Local-Offer/What-is-Local-Offer>

<https://www.iow.gov.uk/Residents/Care-and-Support/Local-Offer/Coproduction-of-Parents-Children-and-Young-People>

<https://www.iow.gov.uk/Residents/SEND-Reforms/Special-Education-Needs-SEN/Example-Documents>

<https://www.iow.gov.uk/Residents/Care-and-Support/Local-Offer/Special-educational-need-support-services/How-to-request-an-EHCP-assessment>

## Notes

### Note A

- **Complex application is one for a young person (without an EHC Plan or not UASC) but with additional needs or safeguarding** concerns such as significant concerns about engagement, welfare or ability that require further discussion.

### Note B

- EPM will involve social worker, VS Education Officer and other relevant key adults, e.g. foster carer and/or parent. May involve representative from prospective education provision or the Inclusion Service.

### Note C

- Transition meeting to be convened with school/ education provider in order to agree integration plan. Attendees may include prospective school, social worker, previous school, other relevant key adults e.g. foster carer and/or parent. VS Education Officer may attend if required.
- All key information and documentation (Appendix I, PEPs/PEP reviews, etc.) in relation to child's care and education background to be presented and shared to ensure that needs are understood and plans put in place to meet and support agreed needs.
- To record meeting as an initial PEP and schedule a PEP/PEP review meeting date.

# Appendix 2: Isle of Wight school transfer form

## School transfer notification form

Originating authority		Receiving authority	
Child's surname		Child's forename	
DOB		Gender	
Year group		CiC start date	
Child protection register	<input type="checkbox"/> Yes <input type="checkbox"/> No	Legal status	

### Unaccompanied asylum seekers

UASC	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, language(s) spoken	
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### Special educational needs

EHC Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	Type SEMH, MLD etc.	
Date EHC assessment was requested (20 week timeline begins on this date)		SEN Service contact	
		School contact for EHC Plan	

### Key contacts

Social worker			
Telephone		Email	

### Details of care placement

Start date of current care placement			
Name of carer or establishment		Placement type e.g. foster care/adoptive/residential/other	
Address			
Postcode		Telephone	
Describe the teams that care placement has been contracted to deliver (please specify below)			
Education provided on site		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Therapeutic support		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other health related support		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Please describe:			

## Current or previous school/education provision

Name			
Address			
Postcode		Telephone	
Please provide the following key information:			
Date child last attended current or previous school placement/education provision			
Reason for leaving current or previous school/education provision			
Brief description of care background/current needs and/or concerns (if applicable)			
Latest attainment data in English, maths and science			
Brief description of educational needs and/or concerns, including any behavioural information key to a successful integration			
Is the child undergoing EHC assessment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does the child have a current PEP?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Date of last PEP/PEP review			

## New school/education provision

Name			
Address			
Postcode		Telephone	
Has the LEA Admissions Team been contacted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Completed by (name and role)			
Date			

# Isle of Wight Special Educational Needs Service contact details

## For children with an EHC Plan or undergoing an EHC assessment and requiring an educational placement.

Wherever possible, before a child moves, the social worker is strongly advised to contact the SEN Team and discuss educational placement options. Lack of school place can impact on care placement stability.

Name	Area of Responsibility	Office Location	Contact Number 01983 82100 + Extention
<b>Kate Symes</b>	Service Manager for SEND	Thompson House	<b>(Via PA Karen Cole) ext 8424</b>
<b>Andrew Briggs</b>	SEN Post 16 Commissioning and Funding Manager	Thompson House	<b>Ext 6261</b>
<b>Alistair Hines</b>	Senior SEN Officer	Thompson House	<b>Ext 6348</b>
<b>Joel Spencer</b>	Casework Officer*	Thompson House	<b>Ext 6428</b>
<b>James Ranson</b>	Casework Officer*	Thompson House	<b>Ext 6158</b>
<b>Glenn Bailey</b>	SEN Casework Assistants	Thompson House	<b>Ext 6726</b>
<b>Maria Williams</b>	SEN Casework Assistants	Thompson House	<b>Ext 8448</b>

\* Joel Spencer is allocated to Arreton, Newchurch, Nettlestone, St Helens, Ryde School (Private), Pathways (IOW College), Carisbrooke College, Carisbrooke Primary, Summerfields, St Thomas of Canterbury, The Bay CE Primary/Secondary school, Hunnyhill, Holy Cross, Queensgate, Wootton, Binstead, Greenmount, Haylands, Dover Park, St Marys, Oakfield, Brading, Ryde Academy and St Georges plus associated pre-schools and nurseries.

\* James Ranson is allocated to All Saints, Brighstone, Shalfleet, Yarmouth, St Saviours, Medina College, St Catherine's, Newport C of E, Nine Acres, The Island Free School, Niton, Wroxall, Chillerton & Rookley, Godshill, Lanesend, Cowes Primary, Gurnard, Northwood, Barton, St Francis, St Blasius, Gatten & Lake, Broadlea, Bembridge, Christ The King, Cowes Enterprise College, Medina House School, HTP Apprenticeship College and IOW College Insights plus associated pre-schools and nurseries.



# Best provision protocol aide memoire

## Scenario 1 (Routine application)

*Starting a new school in any year group, young person with NO EHC Plan.*

### Social worker must:

- apply for a place at chosen school; if school is below Good contact VS Education Officer directly (rosie.lister@iow.gov.uk) or via VS mailbox to discuss suitability of another school  
**virtual.school@iow.gov.uk**
- complete IWC admissions application  
**<https://www.iow.gov.uk/Council/OtherServices/School-Admissions/Tasks>** and school transfer notification form
- send completed application and transfer notification form to School Admissions Team and copy VS Education Officer
- liaise with school, regarding EPM/TPM/PEP meeting and start date
- provide school with current PEP.

## Scenario 2 (SEN/EHCP)

*Starting a new school in any year group, young person WITH an EHC Plan in and out of county.*

### Social worker must:

- contact the Isle of Wight SEN Service to request a change of school placement; if placement is to another LA our SEN Service will contact their equivalent Service in the OLA and lead the school application
- alert the SEN Service as soon as possible to the likely location of any new care placement and check with the relevant SEN Team (contacts on page 18) whether there are schools available which can meet the child's needs
- alert Isle of Wight Placement Commissioning Team to the type of school provision named on the EHC Plan wherever there is the possibility of selecting a joint care and education placement
- liaise, when application for admission has been accepted by the school, with school regarding EPM/TPM/PEP meeting and start date
- provide school with all additional education background (current PEP, including attendance and attainment data, IEPs, behaviour logs, risk assessments etc.).

### Hampshire SEN must:

- **Consult other education** (by sending the EHC Plan and associated papers. Education settings have up to 15 days to respond. In exceptional circumstances, the SEN Service can name an education setting in an EHC Plan and direct them to accept a child or young person. Admission rules mean a school can go over PAN to admit a current or previous CiC. In line with DfE guidance CiC should wherever possible be placed on roll at schools judged good or outstanding. This decision will be made in how the school is able to meet the individual child/young person's needs.
- Confirm interim provision with social worker, family, VS and previous school with a plan for an early review.
- Make a formal decision on school and name a new provision; agreeing to a change of roll to another school where required.
- Confirm this with social worker, family, VS and previous school.

**VS Officer** will both communicate and ensure communication between SEN Service and schools if a CiC moves between different LAs.

## Scenario 3 (complex applications)

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*Child requires alternative provision.*

**Social worker must:**

- contact Isle of Wight VS Education Officer directly or via VS mailbox to discuss options available.

**Isle of Wight VS Education Officer** will liaise with the Education Inclusion Service regarding possible commissioning of an alternative provision..

## Scenario 4

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*Change of care placement from Isle of Wight to another LA - out of county placements.*

**Social worker must** inform Isle of Wight VS Education Officer of the need for education provision in another LA; and acting on their advice:

- complete the other LA's admissions application form and school transfer notification form and any other supplementary forms required
- send a completed application and transfer notification form to other LA/school, dependent on local admissions procedures
- send copy of transfer notification form to:
  - Isle of Wight Virtual School:  
**virtual.school@iow.gov.uk**
  - Isle of Wight School Admissions Team:  
**School.Admissions@IOW.gov.uk**
- liaise, when application for admission has been accepted by the school, with school regarding EPM/TPM/PEP meeting and start date
- provide school with all relevant education background (current PEP, including attendance and attainment data, IEPs, behaviour logs, risk assessments etc.).

## Scenario 5

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*School placement of children where parents hold PR.*

**Following CSD guidelines policies and procedures for Section 20/Section 31 care placements, social worker must:**

- discuss choice of school with the parent who holds PR, advising parent on best practice guidance and principles set out in this document (for example, where possible selecting a school judged by OFSTED to be good or outstanding)
- follow the procedures set out in scenarios 1 to 4, ensuring that the information is passed to the parent at each stage so that they can make an informed decision
- work towards securing a shared parent, social worker and VS decision around choice of school
- alert a VS Education Officer as soon as possible where you feel that the parents' choice is not in the best interest of the child; appropriate challenge can then be put in place
- support the parent, once a school has been identified, with completing the application if necessary to do so
- support the parent with progressing their application as set out above.

## Scenario 6

### *UASC in a Isle of Wight school.*

#### **Social worker must:**

- contact the VS Education Officer to discuss suitability of school and arrange EPM
- submit application and transfer notification form to School Admissions Team, (indicating UASC and language(s) spoken)
- together with VS Education Officer, make referral to Hampshire EMTAS for initial language assessment (English and first language(s)) in line with the funding guidance indicated in the following link <https://www.hants.gov.uk/educationandlearning/emtas>
- hold transition meeting (or EPM) within five working days
- provide school with all relevant education background information (including information collated as part of EMTAS assessment and any attendance, progress and attainment data where pupil has arrived from a different part of the UK or has records from their country of origin).
- ensure that where a UASC has been trafficked and has a safety plan in place, this is shared with the school (any safeguards needed around a child's access to digital media should be fully explained to the school).

## Scenario 7

### *UASC placed in another LA care placement.*

#### **Social worker must:**

- contact the VS Education Officer to discuss suitability of school/education provision in a different LA for a UASC and act on their advice
- explain transfer decision making around choice of a suitable school to the foster carer, even if they have a good knowledge of local schools
- complete the other LA's admissions application form and school transfer notification form (indicating UASC and language(s) spoken) and any other supplementary forms required
- work with VS Education Officer to either use the OLA's EMTAS or equivalent, or refer to Hampshire EMTAS for assessment and support. (decision as to whether or not Hampshire EMTAS can provide support to be made on a case by case basis by the VS)
- notify the VS immediately should any supplementary processes or forms required by the OLA (or school in the OLA) cause an unnecessary or unreasonable delay in placing a child on roll
- send completed application and transfer notification form to the OLA/school, dependent on local admissions procedures
- send copy of transfer notification form to:
  - Isle of Wight Virtual School:  
**virtual.school@iow.gov.uk**
  - Isle of Wight School Admissions Team:  
**School.Admissions@IOW.gov.uk**
- liaise, when application for admission has been accepted by the school, with school regarding EPM/TPM/PEP meeting and start date
- provide school with all relevant education background information including information collated as part of EMTAS assessment and any attendance, progress and attainment data where pupil has arrived from a different part of the UK (or has records from their country of origin)
- ensure that where a UASC has been trafficked and has a safety plan in place, this is shared with the school; any safeguards needed around a child's access to digital media should be fully explained to the school.

<https://www.iow.gov.uk/virtualschool>

### **Contacting the Virtual School**

Virtual School for LAC

County Hall

Newport

Isle of Wight

PO30 1UD

Virtual School office telephone number: **01983 814680**

Virtual School Education Officer: Rosie Lister **01983 821000 (ext 6855)**

Hampshire Virtual School shared mailbox: **virtual.school@iow.gov.uk**

Virtual School website: **<https://www.iow.gov.uk/virtualschool>**

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