

**Children, Young People, Education and Skills (CYPES)**

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**Title:** Policy for Children and Young People placed out of Chronological Year Group (delay or advancement)

**Date:** August 2021

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**1. Overview**

Schools are expected to provide arrangements for a wide range of pupils, including programmes of study outside the key stage for the year group, i.e. both scaffolded and enrichment activities.

CYPES expects that in all but exceptional cases, pupils will be both on roll and educated within their chronological year group.

**2. United Nations Conventions on the Rights of the Child (UNCRC)**

This policy is written in line with the UNCRC particularly supporting the underlying principles of articles 2, 3, 6 and 12. In addition to this, articles 28 and 29 are prevalent in supporting all children in their education in respect to their talents and abilities. Article 5, recognising the role that parents, as duty bearers and rights holders within the convention plays an important role in informing this policy.

CYPES is committed to supporting children's rights in all schools across Jersey.

**3. Scope**

The key participants in any consideration of a placement out of a pupil's chronological age group are:

- Parents/Care Givers
- Child/Young Person
- Headteacher
- Education Psychologist
- Representative from the SEN/D team CYPES
- Any other key person in the child's/ Young person's education

A register of all pupils educated out of chronological age group will be held by CYPES.

***Non-Provided schools***

Non-provided schools are invited to apply this policy, utilizing their own resources. When a non-provided school has made the decision either to delay or advance a pupil, independent of a wider professional view being sought/without adherence to this policy, it should not be assumed that the decisions will be honoured if the same pupil were to transfer to a provided school. It remains the responsibility of the non-provided school to make their pupils and families aware of this fact and to help them determine if education in a chronologically appropriate age group is reasonable, before making a transfer request to CYPES. Similarly, any parent/ care giver making a request for their child to transfer schools to CYPES does so knowing that a place within a chronologically appropriate age group will be offered and that a request, in accordance with this policy, will have to be made to CYPES.

#### **4. Responsibilities and Distribution**

A parent / care giver wishing to explore the possibility of placing a child / young person out of chronological year group must first liaise with the school.

The School should hold a meeting with the parent and child / young person, where appropriate, to discuss further and to explore whether there is sufficient evidence to invoke this policy.

A head teacher wishing to explore this possibility of placing a child / young person out of chronological year group must first liaise with the parent / care giver and child / young person where appropriate. If discussions suggest that further exploration is warranted then the school should raise the case for further multi-professional discussions at their termly Planning and Review Meeting (PARM) or contact their link Educational Psychologist (EP) directly and invoke this policy.

If a head teacher feels that there are exceptional circumstances they can refer directly to the Head of Service for Inclusion for further discussion before involving the policy.

If a child / young person moving to Jersey is believed to be an exceptional case, warranting placement out of chronological year group, or the child / young person has already been educated out of chronological year group for a significant period of time, then the school admissions staff will refer the application to the Educational Psychology Team, SEND Team and receiving school (if named) for a decision.

**NB: If parental responsibility is shared, but parents are separated, then it is the responsibility of the school to ensure that both parents are made aware of the process and any resulting discussions.**

#### **Policy and Standards**

##### **Year Delay**

Consideration for educating a pupil in a year group below that of their chronological age group must always be undertaken as early as possible, i.e. pre-school / early key stage 1. The only exceptions to this will normally be due to the development of special educational needs as a result of trauma or when a pupil is new to education in Jersey.

There will not be any consideration given to a placement in a class more than one year below a pupil's chronological age group.

A pupil who is a year delayed is unlikely to ever 'catch up' and would be entitled to leave school at the end of the academic year in which they have their 16<sup>th</sup> birthday, which would fall in Year 10. It is therefore essential that the implications – educational, social and emotional, must be given full consideration and understood by all parties before any decision is reached.

Where the school's link EP agrees that there are sound educational reasons, indicating that consideration should be given to educating a pupil below their chronological age group, a review meeting should be held to consider whether any of the following factors would result in the child / young person being unable to access an appropriately differentiated curriculum in the normal year group:

- a. A medical condition
- b. Extreme prematurity of child at birth, resulting in their actual birth date falling into a different chronological year group from that than they would have been if born at full term. (Prematurity of less than six weeks would not normally be sufficient reason for delaying a pupil).
- c. An identified special educational need. It is expected that in the case of a pre-school child, the child would have a record of need.
- d. A marked social/emotional immaturity/difficulty linked with a, b or c above
- e. A pupil's arrival from another country, previously held back before arriving in Jersey, and either new to schooling or with a previous lack of educational experience at age-appropriate level.
- f. A pupil with English as an Additional Language.

The review meeting should also include:

- Evidence of appropriate deployment of the school's curriculum access and SEND processes (year delay should not be used as a short-term response to a child's special educational needs).
- An Agreed programme of support to be put in place and regularly reviewed by the school.
- Establishing a clear understanding that the child / young person would make appropriate progress in line with expectations in the alternative year group
- The child's / young person's views where appropriate.

If, at the review meeting, all parties agree that the appropriate action is to recommend that CYPES allows the pupil to be educated in a class below that of their chronological age group, then the school should provide a copy of the meeting minutes, together with any supplementary professional reports / evidence, to the Special Educational Needs panel within the Inclusion Service, detailing the recommendation of the key group (parents / care givers, child / young person, head teacher and link education psychologist) and the background to the recommendation, with reference to the points above.

### **Year Advancement**

Consideration for educating a pupil in a year group above that of their chronological year group will only be undertaken for children who have attained statutory school age, and not normally be undertaken before the end of key stage 1.

There will not normally be any consideration given to the placement in a class more than one year in advance of a pupil's chronological age group.

A pupil who is a year advanced is likely to remain so throughout their educational life. It is therefore essential that the implications – educational, social and emotional, must be given full consideration and understood by all parties before any decision is reached.

Where the link Educational Psychologist agrees that there are sound educational reasons indicating that consideration should be given to educating a pupil above chronological age group, a review should be held to consider:

- a. Evidence of cognitive functioning above a high average range
- b. Evidence of curriculum achievement markedly above the range schools are expected to provide for the chronological year group
- c. Any evidence of previous year advancement in another school, or other country.
- d. Appropriate deployment of the school's curriculum enrichment arrangements (year advancement should not be used as a short-term solution to a pupil's social, emotional and/or intellectual needs).
- e. The social/emotional implications of a year advancement.
- f. An agreed programme for review of provision by the school.
- g. The child / young person's views where appropriate

If, at the review, all parties agree that the appropriate action is to recommend that CYPES allows the pupil to be educated in a class above that of their chronological age group, then the schools should provide a copy of the meeting minutes, together with any supplementary professional reports / evidence, to the Special Educational Needs panel within the Inclusion Service detailing the recommendation, with reference to the points above.

**What happens if the parent / care giver/ young person disagrees with the decision made by panel?**

If a parent / care giver / young person wishes to question the decision of the Special Educational Needs Panel within the Inclusion Service, they should write to the Group Director for Education, outlining:

- An overview of the case
- Any additional information and opinions
- The student's views, where appropriate

Upon receipt, the Group Director of Education will acknowledge receipt of correspondence and determine preferences for future communication and discussion i.e. email, telephone conversation, meeting.

Alternatively, if a parent / care giver or young person would like to speak to someone about any part of this process they can:

- Access **Parentscope** (This drop-in meeting if for any parent / care giver, further details are available online at the Jersey Online Directory)
- Contact an Educational Psychologist directly via the weekly telephone consultation line (further details are available from school or online at gov.je)

- Approach the Special Educational Needs Co-ordinator (SENCO) based at school and ask for further discussion with school staff or a brief consultation with the link Educational Psychologist (at the school's discretion).

### Change History

Version	Date Issued	Issued by	Reason for change
1.0	01.07 2006	Principal Educational Psychologist and Head of SEN	First Draft for review
1.1	01.12.2006	Project Manager	Placed within ESC Template
1.2	05.2014	Assistant Director, Inclusion and Family Support	Change of author/manager to Principal Educational Psychologist
1.3	04.2016	Director, Inclusion and Family Support	Updated to reflect new department name and job titles. Change of author/manager to Director, Inclusion and Family Support
1.4	09.2018	Director, Inclusion and Family Support	Updated to reflect new service titles and children's pledge
1.5	04.2019	Head of Service for Psychology and Well-being	Updated to reflect amendments from SLT
1.6	03.08.2021	Head of Service for Inclusion, Service Manager for Vulnerable Children	Updated to reflect current practice

### Approval

Presented to	Approved by	Date
SMT	SMT	29.03.2019
Primary and Secondary Head Teachers	Present for information and Comment	09.07.2019 12.07.2019
SLT	approved	22.11.2021

