

## Education Department Policy

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**Title:** Policy for Children Placed out of Chronological Year Group (delay or advancement)

**Date:** April 2016

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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.

The Education Department (ED) expects that in all but exceptional cases, pupils will be both on roll and educated within their chronological year group.

### 2. Scope

The key participants in any consideration of a placement out of a pupil's chronological age group are: the parents, the headteacher and the Educational Psychology Service.

A register of pupils educated out of chronological age group will be held by the ED.

This policy is applicable within all provided schools, including special educational provision. Reference should also be made to the policy on gifted and talented students which can be found in the SEN guidelines.

### 3. Responsibilities and distribution

A headteacher wishing to explore the possibility of placing a child out of chronological year group must liaise with the Education Support Team in the first instance. In any other event, the educational psychologist should be key in any decision-making process in close consultation with the parents and relevant teaching professionals.

## **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, ie 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 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 16th 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 educational psychologist agrees that there are sound educational reasons indicating that consideration should be given to educating a pupil below chronological age group, a review should be held to consider whether any of the following factors would result in the child being unable to access an appropriately differentiated curriculum in the normal year group:

1. A medical condition.
  2. 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 had if born at full term. (Prematurity of less than six weeks would not normally be sufficient reason for year delaying a pupil).
  3. 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.
  4. A marked social/emotional immaturity/difficulty linked with 1, 2 or 3 above.
  5. A pupil's arrival from another country and either new to schooling or with a previous lack of educational experience at age-appropriate level.
- There should be evidence of appropriate deployment of the schools' curriculum access and SEN processes (year delay should not be used as a short term response to a child's special educational needs).
  - There should be an agreed programme of support to be put in place and regularly reviewed.
  - It should be clear that the child would make appropriate progress in line with expectations in the alternative year group.

If, at the review, all parties agree that the appropriate action is to recommend that the ED allows the pupil to be educated in a class below that of their chronological age group, then the educational psychologist should provide a report to the Education Support Team panel, detailing the recommendation of the key group (parents, headteacher and educational 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 a placement in a class more than one year in advance of a pupil's chronological age group.

A pupil who is 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 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:

1. Evidence of cognitive functioning above the high average range.
2. Evidence of curriculum achievement markedly above the range schools are expected to provide for the chronological year group.
3. Any evidence of previous year advancement in another school, or other country.
4. 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).
5. The social/emotional implications of year advancement.
6. An agreed programme for review of provision.

If, at the review, all parties agree that the appropriate action is to recommend that the ED allows the pupil to be educated in a class above that of their chronological age group, then the educational psychologist should provide a report to the Education Support Team panel, detailing the recommendation of the key group (parents, headteacher and

educational psychologist) and the background to the recommendation (ie points 1 to 6 above).

### **Appeals**

If a parent seeks to appeal the decision of the Education Support Team panel, this must be presented in writing to the Chief Education Officer.

### CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	01 July 2006	Principal Educational Psychologist and Head of SEN	First Draft for review
0.2	01 December 2006	Project Manager	Placed within ESC template
0.3	May 2014	Assistant Director, Inclusion & Family Support	Change of Author / Manager to Principal Educational Psychologist
0.4	April 2016	Director, Inclusion & Family Support	Updated to reflect new Department name and job titles. Change of Author/Manager to: Director, Inclusion & Family Support

### APPROVAL

Presented To	Approved by:	Date
Senior Management Team	SMT	4 <sup>th</sup> July 2006
Secondary Heads	Secondary Heads	29 <sup>th</sup> June 2006
Primary Heads	Primary Heads	20 <sup>th</sup> June 2006