



Children, Young People, Education and Skills (CYPES)

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

Date: May 2019

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. Scope

The key participants in any consideration of a placement out of a pupil's chronological age group are: the parents / guardians, the child / young person, Head Teacher and the Educational Psychology Team.

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

This policy is applicable within all provided schools, including special educational provision. Reference should also be made to **the policy for the Education of Children who would benefit from Curriculum Extension Activities.**

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 decision 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 / guardian 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

3. Responsibilities and distribution

A parent / guardian 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 the possibility of placing a child / young person out of chronological year group must first liaise with parent/ guardian and 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 PARM meeting (Planning and Review Meeting), or contact their link EP directly and invoke this policy.

If a head teacher feels that there are exceptional circumstances they can refer directly to the Director of Inclusion and Early Intervention for further discussion before invoking 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, SEN Team and receiving school (if named) for a decision.

N.b. 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, 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 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 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 link 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 meeting 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, previously held back before arriving in Jersey, and either new to schooling, or with a previous lack of educational experience at age-appropriate level.

The review meeting should also include:

- 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).
- 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 / 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 Inclusion and Early Intervention, detailing the recommendation of the key group (parents, child / young person, head teacher and link 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 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:

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 a year advancement.
6. An agreed programme for review of provision by the school.
7. 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 school should provide a copy of the meeting minutes, together with any supplementary professional reports / evidence, to the Special Educational Needs panel within Inclusion and Early Intervention, detailing the recommendation of the key group (parents, child / young person, head teacher and link Educational Psychologist) and the background to the recommendation, with reference to the points above.

What happens if the parent / guardian / young person disagrees with the decision made by panel?

If a parent / guardian / young person wishes to question the decision of the Special Educational Needs Panel within Inclusion and Early Intervention, 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, phone conversation, meeting.

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

- Access [Parentscope](#) (This drop-in meeting is for any parent/carer. 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 EP (at the school's discretion).

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
1.0	01 July 2006	Principal Educational Psychologist and Head of SEN	First Draft for review
1.1	01 December 2006	Project Manager	Placed within ESC template
1.2	May 2014	Assistant Director, Inclusion & Family Support	Change of Author / Manager to Principal Educational Psychologist
1.3	April 2016	Director, Inclusion & Family Support	Updated to reflect new Department name and job titles. Change of Author/Manager to: Director, Inclusion & Family Support
1.4	September 2018	Director, Inclusion & Family Support	Updated to reflect new service titles and the children's pledge.
1.5	April 2019	Head of Service for Psychology and Well-being	Updated to reflect amendments from SLT on 29.03.19

APPROVAL

Presented To	Approved by:	Date
Senior Management Team	SMT	29 th March 2019
Primary and Secondary Head Teachers	Presented for information and comment	9.7.19 and 12.7.19