



## **Admissions Policy 2020-2021**

**Agreed by governors 26<sup>th</sup> February 2019**

### **INCLUSION AND SAFEGUARDING STATEMENT:**

We are committed to creating futures for all in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

In the Inspire Partnership all pupils are valued, inspired and respected within our happy, welcoming family.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. Across the Partnership we celebrate this diversity by valuing the contribution of all pupils and providing a learning environment that encourages interdependence.

At Woodside we pride ourselves on being a Rights Respecting school, meaning that the United Nations Convention on the Rights of a Child is at the centre of everything we do. We ensure that children are aware of their rights and the rights of others. By teaming this with a broad and balanced curriculum and an awareness of British values, the children at Woodside are able to thrive and are prepared for life beyond the school gates.

Our Partnership is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

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### **WOODSIDE PRIMARY SCHOOL'S ADMISSION ARRANGEMENTS 2020 / 2021**

At Woodside Primary School, our learning community creates pupils with inspiration, ambition, academic success where pupils are passionate to learn.

Through our challenge curriculum, pupils develop a love for the outdoors and learning in the local environment, being aware that learning can come in many forms.

Pupils are respectful of and celebrate each other's differences, heritage and culture. They are self-motivated, confident pupils able to apply their skills.

We are a school built on interdependence, encouraging all staff, pupils, parents and carers and the community, to work together to achieve more than they ever could have accomplished as individuals.

- All pupils are polite, well rounded, inquisitive individuals who are respectful of others
- All pupils develop thinking skills enabling future success outside of school and in years to come
- We expect the best from every pupil in all that they do

## **RECEPTION**

Applications should be made directly to the local authority: Woodside Primary School does not require a SIF.

## **ADMISSIONS CRITERIA**

Admission of children with an Education Healthcare Plan (EHCP) that names the School will be admitted first.

Should applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below:

1. Looked after children and previously looked after children (see Note 2).
2. Children who have a sibling currently attending the school (see Note 3).
3. Where there are medical grounds (supported by documentation from a registered medical practitioner) for admitting the child to this school.
4. Children of staff.
5. Proximity of the child's home to the school, with those living nearer being accorded the higher priority (see Note 4).

## **TIEBREAKER**

Distance will be used as a tiebreaker for each oversubscription criterion. Where distance is the same for pupil, the authority will use random allocation. This will be independently verified.

## **WAITING LISTS**

A waiting list is held for the first term of the Reception year, and thereafter applicants are required to complete the local authority in-year application form if they wish to remain on the waiting list. In-year waiting lists are maintained for one academic year and applicants are required to re-apply for each academic year. A child's position on the waiting list will be determined in accordance with the admissions criteria and will not take account of the date on which the application was made. A child's position on the waiting list can go down as well as up; e.g. if a child on the waiting list moves nearer the school.

## **IN YEAR APPLICATIONS**

Applications for a place at the school in-year must be made using the Common Application Form from the Local Authority where the child resides. This form must be returned to the Local Authority. The offer of a place at the school will be made by the Local Authority.

Once a place has been offered by the Local Authority, parents will be asked to attend a meeting and additional information will be collected. The current school may be contacted to gain any information which may be of use in enabling us to ensure that we can meet the child's needs.

## **APPEALS**

Parents whose application for a place at this school is unsuccessful may appeal to an independent appeal panel. Appeals must be made in writing, setting out the reason on which the appeal is made, and sent to Mr Tariq Hafeez, Admissions Appeals Clerk, at the school address, so that it is received

by the date given in the letter confirming the governors' decision not to offer a place. Parents/carers have the right to make oral representations to the appeal panel.

### **CHILDREN OF MULTIPLE BIRTHS**

Woodside Primary School will admit all the children of a multiple birth, even if this exceeds the Key Stage One class size limit.

### **NOTES FOR CLARIFICATION**

NOTE 1 – Parents can defer the date their child is admitted to the school or choose for their child to attend part-time until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which the application was made.

NOTE 2 – Looked-after children are defined as children in public care at the date on which the application is made. Previously looked after children are children who are looked, but ceased to be so because they were adopted or became subject to a residence order or special guardianship order, immediately after being looked-after. An application under this category must be supported by a letter from the relevant local authority.

NOTE 3 – A sibling is defined as a brother or sister, half brother or sister, step-brother or sister, adopted brother or sister, or foster-brother or sister whose main residence is the same address.

NOTE 4 – Distance will be measured as a straight line from the front gate of the school to the centre of the home at which the child normally resides. For flats, the centre will be taken from the centre of the building. 'Home' is defined as the address where the child normally resides as their only or principal residence. Parents may be asked to provide documentary evidence to confirm an address and parental responsibility.

Admission to school for all children is provided in the September following their fourth birthday.

Parents have the right to request that their child:

- Start school full-time in September with the natural academic cohort.
- Start school on a part-time basis for a selected period of time or until the point of reaching statutory school age (statutory school age is the term after the child's fifth birthday)
- Defer Entry. Entry can be deferred, however a child must attend school within the Reception year, entry cannot be deferred until Year 1

### **ADMISSION OF CHILDREN OUTSIDE THEIR NORMAL AGE GROUP**

Parents can request that their child is admitted outside of their normal year of entry so that their child starts school in Reception when they would normally be starting year 1.

It is the expectation of our school that a child is educated alongside his/her age equivalent peers, in almost all cases. We would strongly advise that all children enter into their normal year group. The responsibility for addressing individual educational needs lies with the school through an appropriately differentiated and enriched curriculum.

Parents may request that their child is exceptionally admitted outside their normal age group. The governing body will decide whether or not the individual child's circumstances make this appropriate on educational grounds.

All decisions will be made on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely.

There is no statutory barrier to children being admitted outside their normal age group, but parents do not have the right to insist that their child is admitted to a particular age group.

The school will take into account the child's individual needs and abilities and to consider whether these can be best met in Reception or Year One. It will also involve taking account of the potential impact on the child of being admitted to year one without first having completed the Reception year. The views of the Principal/Deputy Headteacher will be an important part of this consideration. It is helpful, but not necessary for parents to submit supporting evidence from a professional. In some cases parents may have professional evidence that would be appropriate for them to submit, for example, when a child receives support from a speech and language therapist. However, there is no expectation that parents will obtain professional evidence that they do not already have. We will still consider information which might simply be the parent's statement as to why they have made their request.

Parents must consider the impact of a child being educated with children of a different age both within primary school and at transition to secondary where admission outside the cohort cannot be guaranteed.

The process for requesting such an admission is by writing to the school detailing all the circumstances and providing any relevant supporting evidence.