



Draft Admissions Policy 2019/2010

Last reviewed November 2017

**This policy should be read in conjunction
with the following policies:**

**Child Protection & Safeguarding Policy and Procedures and the
Register of Pupils' Admission to School**

Reviewed by: Mrs C Skipper, Headteacher

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Admissions Arrangements for St. Nicholas Primary School School Year 2019/2010

1. Introduction

This document is a statement of the aims, principles and strategies for admission to St. Nicholas Primary School.

On 1st August 2015, St. Nicholas Primary School converted to single Academy status. On 1st September 2017 the school joined the Humber Education Academy Trust, (HET). This trust is made up of 12 schools including 10 primary schools and 2 special schools. 4 schools have been judged as outstanding by OFSTED and 1 head teacher is an OFSTED inspector.

Upon conversion, St. Nicholas Primary School became its own admissions authority; this means it is responsible for setting its own admissions arrangements. However future admission arrangements will remain the same because St Nicholas Primary School works closely with the Local Authority (Hull City Council). This means that the LA continues to be responsible for co-ordinating all admissions in their area, and making offers of places.

Further details on how to apply for a school place can be found on the council's website www.hullcc.gov.uk/admissions.

2. Aims

- To ensure the development of St. Nicholas Primary School as a school serving its local community.
- To ensure the allocation of pupil places at St. Nicholas Primary serves the needs of the local community.
- To ensure the allocation of pupil places at St. Nicholas Primary School is made in the educational interests of statutory age pupils. St Nicholas Primary School does not have a nursery provision.
- To ensure a continuity of education for the pupils transferring from other Nursery Education facilities to St. Nicholas Primary School Foundation Stage 2 Class and thereafter to Secondary School.

3. Admission Arrangements

The admission arrangements set out how many children the school will admit and how it will decide which applicants will qualify for places if the number of applications is more than the number of places available.

For the school year 2019/2020 St. Nicholas Primary School proposes to use the following admission arrangements:

Applications for pupils having statements of special educational needs will be dealt with in accordance with the Code of Practice on Special Educational Needs. Where a school is named in a child's statement following consultation with the Head and Governors, the governing body is

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required to admit the pupil. If there are fewer applications than places available, all applicants will be allocated a place.

After the allocation of stated pupils, where the number of applications is greater than the remaining places the following criteria will be applied in the order set out below (point 5 relates to the admission of children into the reception class only):

1. Children in public care at the time when preferences are expressed and who are still in public care at the time of their admission to school, and those who have been previously looked after (*see note (i)*).
2. Having a brother or sister who will be attending the school at the expected time of admission (*see notes (ii) and (iii)*).
3. Geographical, with priority being given to those living nearest to the school (*see note (iv)*).

4. Notes

- (i) The highest priority must be given to looked-after children¹ and children who were looked after, but ceased to be so because they were adopted² (or became subject to a residence order³ or special guardianship order⁴). Further references to previously looked after children in the Code means children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after.

¹) A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services function (see the definition in section 22(1) of the Children Act 1989).

²) Under the terms of the Adoption and Children Act 2002, see section 46 (adoption orders).

³) Under the terms of the Children Act 1989, see section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

⁴) See section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order.

- (ii) Brothers and sisters include children with the same natural parents living at the same address children with the same natural parents living at different addresses (e.g. due to separation of natural parents) half- brothers/sisters living at the same address step - brothers/sisters living at the same address - children living as part of the same family unit with their parents/guardians at the same address.

- (iii) Residence is defined as the normal family address where the child resides. The qualification date is the closing date for applications under the coordinated admissions scheme. (Where families change normal address after the closing date but before the allocation process has finished this can be considered under the review procedure).

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Where parents live at separate addresses and have joint custody, the address used will be the one where the child spends the main part of the school week (i.e. Sunday night to Thursday night inclusive). Childcare arrangements involving relatives' addresses do not qualify as normal family addresses for this purpose unless there is a court Residence Order in place.

- (iv) Criteria 3 will be used as a tie-breaker for other criteria if, after the allocation of stated and looked after children the school is full from within any of the other admission criteria.

5. Published Admissions Number

The published admissions numbers for the Academy school for the school year 2018/19 are proposed as follows:

Year group	Admission limit
FS2	30

6. Accommodation

Foundation Stage 2 and Years 1 to 6: There is an admission limit of 30 children in each year. These classes are in the main school building. There are 7 single classrooms, there is a small shared area for Years' 1 and 2; 3 and 4; 5 and 6. It has a multi-purpose hall, which serves as a dining hall, sports hall and assembly hall. It has a micro-kitchen and servery, office, medical area, toilets, cloakrooms, combined library/ICT area, large playground and a large playing field. FS2 has its own playground area. The reception class has its own toilet area.

All of which is protected by a security fence.

Minimum age: 4 years.

Maximum Age: 11 years.

7. School Times

	<u>Morning session</u>	<u>Afternoon session</u>
FS2/Y1/Y2:	8.50 am. to 12.00 noon	1.00 p.m. to 3.00 p.m.
Y3-Y6:	8.50am. to 12.05 noon	1.00 p.m. to 3.00 p.m.

8. Admission Procedure

All normal round admissions must be coordinated by the local authority and therefore parents must apply to the LA. Applications are made online through the council website.

Hull City Council will have a CAF available for all parents who reside within Hull and whose child is due to start in the reception year group for the specified year.

9. Transfer to Primary School/Admission to Primary School

Children are admitted to the Reception Class in September of the academic year they turn 5 years old.

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After allocation, parents/carers are invited to a meeting with the Head and the Foundation Stage Co-ordinator/teacher, in which the school routine and expectations are explained and there is an opportunity to ask questions and have some of the activities explained to them. Parents/carers are given a brochure to work through with their child and an information letter about the school. There is an opportunity to visit the Foundation Stage.

The Foundation Stage 2 Class may be supported by a non-teaching assistant, a nursery nurse or another teacher, dependant on numbers and the availability of funding.

10. Induction of new pupils during the school year

Applications are made on-line through the council website; once allocated a place the parents/carers will see the Headteacher or a senior member of staff to discuss admission arrangements and fill in the appropriate forms. They are given a tour of the school. Relevant school policies, routines and mutual expectations of the parents/carers, pupils and the school are discussed. Parents/carers are given a reminder letter. A start date is agreed, in the case of a house move this is usually as soon as possible. The previous school is informed on the first day of attendance.

11. Open school policy

Parents/carers are welcome, by appointment to see their children's work. If they wish to see the class teacher, or if the Headteacher is busy, they may have to make an appointment. They are also encouraged to engage in discussion with staff, to share thoughts about the development and progress of their children, and decide how we can mutually assist each other (and outside agencies who are involved with the children) in the best interests of their children.

12. Disabled pupils:

The school is pleased to welcome pupils when it is in their best physical, social, medical and academic interests to attend a mainstream school (whether the pupil has a statement or not.) Advice is taken from the LA's specialist services as well as from other outside agencies and the parents/carers, to ensure that the service we can offer is appropriate to the needs of the child.

With the agreement of the parents/carers, these services have ongoing access to the school in order to work in the best interests of the child, with schemes of work or therapy. Parents/carers are encouraged to take an active part in the education of the child and act as advisers to the school.

The school complies with the Equality Act 2010 to eliminate discrimination and other conduct that is prohibited by the Act. It has due regard to equality opportunity between people who share protected characteristics and people who do not share it. We foster good relations across all characteristics.

13. Inclusion Statement

St Nicholas Primary School is a fully inclusive school. Every pupil who is admitted to the school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

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These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing 'wrap around' care and personalised services.