

SCALBY LEARNING TRUST

1			20.9.17	Amendment to Priority Group 4 and minor name changes
---	--	--	---------	---

Section 1 - Although Scalby School is an academy, it employs the NYCC Admissions service to administer the admissions and appeals processes.

Section 2 – Casual Admissions

A casual admission is an in-year admission, or a student joining a pre-existing year group. Casual admissions tend to be for the four following reasons:

- Parental move from out of the area.
- Parental dissatisfaction with another school.
- Academic provision- we are the designated school for wheel chair access or deaf students in the area. Occasionally, we receive students because we are better suited to provide for their needs than other schools. These should be referred to the SEN Manager straight away.
- In Year Fair Access (IYFA) from the Inclusion and Accountability Panel.
-

Once the school receives a request for a casual admission, we will follow the procedure set out below

SECTION 1

Appendix 1

ADMISSIONS POLICY FOR THE ACADEMIC YEAR 2019/20

All governing bodies are required by section 324 of the Education Act 1996 to admit to the school a child with a statement of special needs (SEN) that names the school or a child with an education, health and care plan (EHP). This is not an oversubscription criterion. This relates only to children who have undergone statutory assessment and for whom a final statement of special educational needs (SEN) or education, health and care plan (EHP) has been issued. **If the number of applications exceeds the Published Admission Number (PAN), after the admission of children where the school is named in the statement of special educational needs (SEN) or the education, health and care plan the following oversubscription criteria will apply:**

ORDER OF PRIORITY: Notes:

Priority Group 1:

Children and young people in Public Care for whom the school has been expressed as a preference and previously looked after children, that is children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after. This applies to all looked-after children, including those who are in the care of another local authority. In the case of previously looked after children, a copy of the relevant documentation will be required in support of the application.

Priority Group 2:

Children the school believes have special social or medical reasons for admission. We will only consider applications on social or medical grounds if they are supported by a professional recommendation from a doctor, social worker, or other appropriate professional. The supporting evidence should set out the particular social or medical reason(s) why the school in question is the most suitable school and the difficulties that

would be caused if the child had to attend another school. Panels of professionally qualified people will consider all applications made under priority group 2.

Priority Group 3:

Children living within the normal area of the school.

Priority Group 4:

Children who have a parent working in the school on a permanent contract of employment for two or more years at the time at which the application for admissions to the school is made, or a member of staff recruited to fill a vacant post for which there is a demonstrable skill shortage.

Priority Group 5:

Children living outside the normal area of the school. Children in higher numbered priority groups will be offered places ahead of those in lower numbered priority groups. All applications within each priority group will be considered equally (i.e. all applications, regardless of order of preference). Tie break: If there are not enough places for all the children in one of these priority groups, we will give priority first to those with a sibling at the school in September 2019 (in all cases sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent / carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling) and then to those living nearest the school. If within a priority group there are not enough places for all those with a sibling at the school in September 2019, we will give priority to those children with a sibling living nearest the school.

Appendix 1

All distance measurements are based on the nearest route recognised by the County Councils electronic mapping system (GIS) from a child's home address to school. The measurement is made from a fixed point within the dwelling, as identified by Ordnance Survey, to the nearest school entrance using footpaths and roads. The routes measured to determine the allocation of school places will be those recognised by the electronic mapping system used by the school admissions team.

We may be able to meet your preference for a place at a school that does not serve the local area you live in. In this case, you will normally be responsible for travel arrangements and the costs of your child's travel to and from school.

Local arrangements:

Scarborough area - Graham School - For priority group 3 applications (that is, children living within the normal area covering the school), priority will be given as follows:

- a) Children living in the area normally served by East Ayton Community Primary School and the area west of Scalby Road from Lady Edith's Drive to Scalby Beck.
- b) Children who will have an older sibling at the school of their choice.
- c) Children who live nearest to the school of their choice.

Scalby School - For priority group 5 applications (that is, children living outside the normal area of the school), priority will be given to children who live in the areas normally served by East Ayton Community Primary School and the area west of Scalby Road from Lady Edith's Drive to Scalby Beck and who:

- (i) will have an older sibling at Scalby School at the start of the term when the younger sibling starts school; or
- (ii) would have to make the longest journey to another school without them becoming eligible for help with travel costs under the local authority transport policy.

SECTION 2



Protocol for In-Year admissions

Applications for in year admissions are received by the Head's PA. Admissions forms are passed to the Headteacher and AHT Behaviour and Safety for approval.

Once approval is given the admissions form is passed to school admin officer responsible for updating SIMS with student information. A student profile with personal information will be created. AHT Behaviour & Safety will inform the relevant HOY of the pending admission.

HOY will contact the parent carer to organise a pre-admission meeting and to confirm the student's start date at Scalby School. HOY will also contact the new student's previous school in order to obtain performance data for the new student.

HOYs should prepare a timetable for the new student before they arrive for their first day at school. If this is not possible then HOYs should:

- I. issue a "shadow" timetable , where the new student follows the timetable of an allocated "buddy" until their own timetable has been constructed
- II. prepare the new student's time table by the end of their first day
- III. inform the DHT of any issues which prevent the construction of the timetable by the end of the first day.
- IV. In the case of statemented or CLA admissions this process may take up to 3 working days due to the complex nature of these admissions. The students can be accommodated in the Impact Centre whilst their timetable is being constructed.

The HOY, using relevant performance data and if appropriate the schools baseline assessment system, should construct the student's timetable using the process below

- In Year 7 & 8 - the HOD of maths and English having setting priority in each band and block and will set the student appropriate teaching groups. The remainder of the student's timetable will be directed by these sets once other HODs have been informed of the setting arrangements. Once these have been agreed, HOY should take this information to the admin officer, who will construct a timetable for the student.
- Where setting allows, HOD are free to adjust the setting of these students as long as it does not compromise the maths and English sets.
- In Years 9, 10 & 11 - the HOD of each core subject in order to set the student in appropriate teaching groups. The HOY should then contact the DHT for approval of the student's options choices. Once these have been agreed HOY should take this information to the admin officer, who will construct a timetable for the student.

On occasions it may be necessary to construct a timetable for an in-year admission student out with this protocol. However this will only be due to an unusual circumstance surrounding the admission and it is not expected that this process will be frequently used.

Should any HOD wish to raise a concern over a decision made to allocate a new student to a group in their department they should contact the DHT in the first instance to highlight the nature of their objection. The DHT will then make a final decision about the timetable allocation for the student.

This Policy was reviewed by the Governors on a 1 yearly cycle and must be signed by the Chair of Governors and Headteacher.

Policy Reviewed:	20/9/17
Next Review:	September 2018
Signature of Chair of Governors:	Signature of Head Teacher:

Please ensure you complete the Equality Impact Assessment below

Equality Impact Assessment Form

1. Title of policy, project or practice being reviewed or planned

Admissions Policy

2. Outline the aims, objective and purpose of the change including any positive impacts on equalities groups.

N/A

3. Which groups of people (if any) are most likely to be affected by the planned changes, positively or negatively?

N/A

4. Does, or could these changes have an adverse effect on members of an equalities group? Identifying a negative impact is not a problem, as it gives you an opportunity to remove the barrier, find a way around it, or offer an alternative.

Protected Characteristics / Group	Yes (brief explanation)	No
Age (staff only)		X
Disability		X
Gender		X
Gender reassignment		X
Marriage / civil partnership		X
Pregnancy / maternity		X
Race / ethnicity		X

Religion / belief		X
Sexual orientation		X

5 Is there a way to modify the decision to remove or mitigate the negative impact on protected groups while still achieving this aim? How can you maximise positive outcomes and foster good relationships?

N/A

6 Outline the decision made and actions planned.

The policy will be monitored and reviewed annually to ensure Equalities Legislation is adhered to.