



Board of Trustees

Autumn Term 1 2021

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Autumn Term 1 2022

Local Governing Body

School Website

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

2 Aims

The governing body of Stepney Primary School applies regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice. The school aims to ensure that:

- We are an inclusive school that welcomes children from all backgrounds and abilities.
- All applications are treated on merit and in a sensitive manner.
- The only restriction we place on entry is that of number. If the number of children applying for entry exceeds the places available, we follow the procedure set out below in order to determine whether a child is accepted or not. It is how we wish to allow parents the right to have a place at the school of their choice. However, this is not always possible, due to excess demand on the school places available.
- The level of ability of a child or any special needs that he/she may have plays no part in the admissions policy of this school

2 How Parents can Apply for their Child to be Admitted to our School

- As our school is part of the THRIVE Cooperative Learning Trust school the school determines the admission arrangements in consultation with the LA;
- Parents have the right to express a preference for the school of their choice and they should do so on the relevant application form. Expressing a preference does not, in itself, guarantee a place at this school. Applications should ideally be made online through the Local Authority. Application forms can be obtained from the Education Department of the LA and from the school and should be completed by the date stipulated on the forms. The Local Authority notifies parents about the school place as soon as all the applications have been considered;
- Children enter school in the September of the academic year in which they will become five. Parents who would like their child to be admitted to this school during the year their child is five should ensure they have completed the necessary application form by the 15th of January of the same year.

3 School Admission Arrangements 2024-25 - Criteria for Admission

The Authority has a duty to coordinate admission arrangements for all Hull primary maintained schools. The Authority will ensure that all Hull parents who apply for a school place and whose children are starting school for the first time receive the offer of one primary school place on the agreed date. The criteria which are to be used to allocate places to the school are described below:

4 Stepney Primary

An admission number will be published showing the maximum number of pupils that the school will admit in the Autumn Term 2024. Parents are given the opportunity to express three preferences for a primary school. Published criteria are used to decide which children should be offered the available places. In primary schools an equal preference system operates, whereby the three parental preferences are given equal status. Each preference will be considered equally against the admissions criteria. Our School PAN is 30 pupils (i.e. the number of pupils who are admitted to school in our Reception class each year).

The allocation of school places is based on parental preference following the High Court judgment against Rotherham LA. Parents/carers are required to submit applications under the arrangements set out in the coordinated admissions scheme.

Applications for pupils having an EHCP will be dealt with in accordance with the Code of Practice on Special Educational Needs. Where a school is named in a child's EHCP following consultation with the Head and Governors, the governing body are required to admit the pupil.

After the allocation of EHCP pupils, where the number of applications is greater than the remaining places the following criteria will be applied in the order set out below:

1. Children in public care at the time when preferences are expressed, and those who have been previously looked after, (see note (iv) below). This includes children who to have been in state care outside of England but ceased to be so as a result of being adopted.
2. Significant medical factors or exceptional family circumstances. (see note (i) below.)
3. Being resident in the catchment area of the school (see note (ii) below.)
4. Having a brother or sister who will be attending the school at the expected time of admission (see note (iii) below)
5. Geographical, with priority given to those living nearest to the school (see notes and (iv) below)

Criteria 4 and 5 will be used as a tie-breaker for other criteria. If the school is over-subscribed from within its catchment area after the allocation of EHCP children and children under criteria 1 and 2, then the brothers/sisters and geographical criteria will be used in that order as tie-breakers.

Notes

- For this criteria of Significant medical factors or exceptional family circumstances, you must demonstrate how it is the **only** school that can meet your child's needs and why.
- 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 commenced this can be considered under the review procedure). 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 (ie. 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.
- 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 (eg 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.
- The measurement of distance is the shortest available safe route for pedestrians along footpaths, using footpaths alongside roads marked on the current street map of the City. Front entrance of home property (residence) to main entrance of school site is used. (The Authority will use 'Route finder', a computer mapping system, to make measurements).
- The highest priority **must** be given to looked after children (1) and children who were looked after, but ceased to be so because they were adopted (2) (or became subject to a residence order) (3) or special guardianship order (4). This includes children who have been looked after pupils in other countries and then been adopted.

Definitions

A **'looked after child'** or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in care as a result of being adopted. 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 functions (see the definition in Section 22(1) of the Children Act 1989).

An **adoption order** is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders) Children Act 2002. A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by s.14 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

5 In-Year Transfer

If a parent wishes to make an application for an in-year transfer, they must apply through the LA. If a place is available at the school, then they will be allocated a place. If a place cannot be offered, then the parent will be offered the right of appeal; placed on a waiting list; then allocated in from a waiting list in order of oversubscription.

6 Out of Year Group

A parent may apply for a place for their child at any time outside the normal admissions round. As is the case in the normal admissions round, all children whose statement of SEND or EHC plan names the school will be admitted.

Likewise, if there are spaces available in the year group that parents are applying for, their child will be offered a place.

If there are no spaces available at the time of their application, their child's name will be added to a waiting list for the relevant year group. When a space becomes available it will be filled by one of the pupils on the waiting list in accordance with the oversubscription criteria listed in this policy. Priority will not be given to children on the basis that they have been on the waiting list the longest.

7 Fair Access Panel

Hull City Council has a Fair Access Protocol. This ensures that children without a school place and vulnerable children are offered a place at a suitable school as soon as possible.

8 Admission Outside of Normal Year Group (Deferred & Delayed Entry)

Paragraph 2.17 of the School Admissions Code enables parents/carers to request for their child to be admitted to school outside of their normal age group. In addition parents of a 'summer born child' (born between 1 April and 31 August) may choose not to send their child to school until the September following their fifth birthday. Parents/carers who wish to make such a request should still make an application for their child's normal age group at the usual time in line with the timescales set out in the local authorities coordinated scheme. All requests will be considered by the governing body taking into account the individual circumstances, relevant professional advice where appropriate including discussion with the head of the preferred school.

Parents are able to defer entry into school or request a part time place until their child reaches compulsory school age. If a parent wishes to defer their child's entry into Reception they must notify the school as soon as possible after receiving their confirmation of an allocated place.

9 Admission Appeal

If a place cannot be offered a parent would be offered the right of an appeal and given the reason for the refusal.

If parents wish to appeal against a decision to refuse entry, they can do so by completing an appeal form and returning this to the LA. An independent appeals panel will then be set up by our trust (THRIVE) which then meets to consider all appeals by parents who have been refused a place at our school and who wish to appeal against this decision. An appeals panel's decision is binding for all parties concerned.

If the appeals panel decides that we should admit a child to our school, then we will accept this and continue to do all we can to provide the best education for all the children at our school. (Details of appeal arrangements are set out in the School Admissions Appeal Code Feb 2012)

10 The Standard Number

The standard number is the number of children the school can accommodate in any year group. The standard number for our school is 30. We keep this number under review and the governors will apply to change the number if circumstances alter.

11 Public Sector Equality Duty

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

12 Person Responsible

Updated Autumn 1 2022

NAME OF PERSON RESPONSIBLE: Headteacher

Next Admission Policy (by year) to be reviewed Autumn 2023

