



ADMISSIONS POLICY

BROADCLYST COMMUNITY PRIMARY SCHOOL

Admissions Procedure

The school has established and maintain strong and viable links with both the local Pre-School Playgroup and the Mother and Toddlers Association. Meetings between the school and these groups take place regularly with the intention of ensuring that the parents know and understand that which the school does, how it does it and why, and also to involve the playgroup organisers in promoting activities that will help the children when they enter formal education.

The school plays host to the children from the playgroup, involving them directly in activities or by requesting their attendance at school activities at particular times throughout the year.

The school holds an evening meeting each term specifically for the parents of those children who are about to start school. This meeting better ensures that the parents know and understand what their child will be doing, why they do it and how the school promotes the acquisition of particular skills. Further, during this meeting the parents are shown the assessment system employed by the school and it is explained how this assessment is linked to the performance of the child and specific activities that they may need to be involved in. The partnership between school and parent is emphasised and the part that each plays is elaborated upon.

Admission Criteria

The criteria for admissions is discussed annually by the Governing Body together with the Planned Admission number are minuted.

Priority

1. Children living in the school's designated area
2. Other children, on the basis of distance between home and school (i.e. the shorter the distance, the higher the priority)

N.B. Infants have the right of admission to the linked junior school and first school pupils to the linked middle school.

If it necessary to differentiate between children in either category, those children with a sibling attending the school at the time of admission will have priority over others in the category.

The admission arrangements may be modified to meet the particular requirements of a Trust Deed.

Priority may be given to the admission of pupils from whom a particular medical or social justification is demonstrated.

Order of Priority where there is over subscription during academic year 2003 - 2004

- 1 Children living in the school's designated area with a sibling who will be attending the school (or the linked primary-phrase school) at the time of admission.
- 2 Other children living in the school's designated area.
- 3 Children living outside the school's designated area, but with a sibling who will be attending the school at the time of admission.
- 4 Other children living outside the school's designated area.

- NB
- (a) If it is necessary to distinguish between children in a particular category, priority will be determined on the basis of distance between home and school, this will be as a direct line from the entrance of the property to the nearest available official entrance of the school (i.e. the shorter the distance, the higher the priority) except that in the case of children of below statutory school age in priority categories 1 and 2 only priority will be determined by date of birth (i.e. the earlier the date, the higher the priority);
 - (b) Pupils attending a linked Infants or First School will have priority for places in the Junior or Middle School;
 - (c) Priority may be given to the admission of a child for whom a particular medical or social justification is demonstrated;
 - (d) Priority may be given to a child who is to be admitted to a designated special educational needs support centre at the school in question;
 - (e) The admission arrangements may be modified to meet the particular requirements of a trust deed.
 - (f) Priority will be given in each of the categories to Young People in Public Care based on the care address.
 - (g) Pupils with statements of Special Educational Needs will have priority where the appropriate specialist provision meets the needs of the child. In other cases parental preference will be considered in accordance with the criteria.

Procedure during the term prior to the child entering Formal Education

Generally speaking, initial contact will have already been made with the parent/s and with the child through the above mentioned group and association. All parents attending these groups should be familiar with the procedure regarding admissions to this school and many if not all of these parents will have already completed an admission form.

During the term prior to the child entering the first phase of the formal educational system, those parents living within the designated area and/or those parents who have already completed an admission form will receive a letter informing them that a place is reserved/not reserved for their child at this school and arranging a mutually agreed time for a home visit to take place. An arrangement will also be made with regard to the school visit by the parent/s and the child. Full information and a handbook is given to each prospective family. Each parent is offered the loan of a box full of activities for their child; these activities both encourage and reinforce particular skills that will aid the child in their formal schooling.

The school will often act as a main link for Gypsy/Traveller parents who may wish for their pre-school child to attend the Pre-School Playgroup.

Entry procedure with respect to gypsy and traveller children

Extremely good links have been established and sustained between the school and gypsy sites at Elbury and at Sowton.

Contact with the site is generally made via the Headteacher and/or the teacher with responsibility for gypsy/traveller liaison. Any major influx of itinerant gypsies is made known to the school by way of the County's Traveller Education Support Unit or by information that the school receives by other means.

When there are children of school age resident on the sites or within the area who are not attending school, the Headteacher and/or the liaison teacher will visit and meet with the parents. Children's names are collected and transport arrangements are made within the Authority. Admission forms will tend to be completed after the child is already in attendance.

Children's names in the first instance will be entered in the 'Traveller Register' kept at the school.

Procedure adopted for the integration of Gypsy/Traveller children into the school

Where the number of children exceed one (1) then the settling procedure will be as follows:

- a) Children having little or no experience of schooling who are in a family group of 2-4 persons
These children will enter the class of the youngest child and will remain as a family group. If their attendance is to be for some duration then integration into their chronological class will take place.
- b) More than four persons
These children will be placed in a class of their own in order for the process of ascertainment to take place. Following this process integration into mainstream classes should follow as soon as is reasonable.
- c) Very large numbers arrive
The procedure as in (b) above will operate. It may well be impracticable to integrate all children into mainstream classes therefore, a new class will be created. This class will be labelled **Class 9** for administrative and organisational purposes.
- d) Children with severe learning difficulties
When children have been ascertained as having severe learning difficulties and integration in a mainstream class is professionally judged to be inappropriate to meeting the needs of this child/ren, a new class as in (c) above will be created.

Admissions Policy and effects upon School Management

School Admissions

The overriding duty of LEAs and governing bodies is to comply with parents' declared preference(s) as to the school they would like their child to attend. Under s. 9 of the Education Act 1996, the Secretary of State and LEAs must have regard to "the general principle that pupils are to be educated in accordance with the wishes of their parents". This section is strengthened by s.86 of the SSFA (School Standards and Framework Act 1998) which requires LEAs to enable parents to express a preference for the maintained school which they wish their child to be educated, and to give reasons.

Reasons for a school preference might include:

- curriculum: asking for a school which provides a particular curriculum
- religion: asking for a voluntary or foundation school which has a particular religious character
- family: asking for a younger sibling to attend the same school as an older one
- language: in Wales a parent may request a school which uses, or does not use, Welsh as the medium of instruction
- access: asking for a school which is particularly convenient, ie does not require a dangerous journey to school
- special facilities: for example single sex rather than co-educational.

Not Complying with Parental Preference(s)

Section 86(8) ensures that there can be no grounds for not meeting parental preferences solely on residence outside the LEA area. The Sex Discrimination Act 1975 prevents selection for co-educational schools on gender grounds. Similarly, the Race Relations Act 1976 does not allow a school to select pupils to obtain, or not obtain, a given racial mix in the pupil population.

Admissions continue to be managed by each school's "admission authority". Under s.88 of the SSFA, **the admission authority is the LEA for community** and voluntary controlled schools (except where the LEA has delegated this function to the school governing body) and the governing body for foundation and voluntary aided schools. The Head's role, whether or not admissions are dealt with by the school or LEA, is to provide advice to parents about the future choice of school for their children. Admission arrangements should be "as simple as possible for parents to use, and help them take the best decisions on the school for their children". Admission arrangements, as far as possible, need to

meet parental preferences. The admission arrangements should contribute to improving standards for all pupils.

Local admission authorities (LEAs for community schools) should consult each other and co-ordinate arrangements, including a mechanism for the rapid re-integration of excluded pupils.

For schools to be operationally successful it is necessary for them to be economically viable. In Devon, pupils bring with them a sum of money £42.50 per school week (£30.76 per chronological year), this sum of money provides amongst other things educational opportunity namely in recruitment and retention of staff, learning resources and learning opportunities. Although the school receives additional funding through the funding formula operated by this LEA by far the largest element within the formula is the pupil weighted element i.e. £31.50 per week.

Schools that have tried to operate on 30 pupils in a class have had to make staff redundancies because 210 pupils (i.e. 7 classes each with 30 pupils) do not generate a sufficiently large enough budget. With infant class sizes being limited to 30, schools are finding it difficult to maintain junior class sizes at levels that ensure financial and educational viability.

The current planned admission number for the school is 35 however for a number of reasons this is not a helpful number:

- 35 in each class provides £392,000 the salary bill alone for this establishment is £380,000
- At infant level schools are required to have classes of 30 maximum consequently we would require 2 teachers for this number of pupils and to pay a teacher's salary requires 18.25 pupils minimum.
- To drop to 30 in each class would produce a pupil income of only £336,000.
- We have a breadth of experience and capability across staff, when finances are severely limited, schools can afford to employ only young and inexperienced staff. The retention of highly successful staff is impossible.
- To respond successfully to the challenges facing education, appropriate and sufficient teaching areas are necessary. The school has now a greater physical manoeuvrability following the determination of the school to secure new classrooms. The LEA was only prepared initially to provide 4 new classrooms – this would have significantly reduced educational opportunity.
- As a consequence of the challenges facing schools it is not possible or professionally acceptable for a school to 'stand still' it needs to be confidently proactive. Without a sufficient pupil roll a school is less able to determine its future proactively. There needs to be a working strategy that protects the school from policies and practices that are likely to impinge upon the efficient and effective operation of the school.

The Reality of the situation

82 % of the classes (9 classes out of 11) currently have two adults and no more than 30 pupils - a pupil /adult ratio of 15:1, few medium to large schools are able to match this figure. The pupil adult ratio in the school as a whole is 12:1 and in the final two years with 6 adults spread between the two classes a pupil/adult ratio of 15:1. These figures alone are exceptional. The school has moved significantly towards ensuring that most classes have no more than 30 pupils.

School Budget Expenditure (not salaries):	£178,000.00
Pupils required generating income above:	141 pupils
Pupils required generating teacher salaries:	178 pupils
School roll necessary for above:	<u>319 pupils</u>

The LEA, in ensuring that they fulfil their responsibilities regarding the re-integration of pupils who have been excluded, often ask us to consider the placement of a pupil here even though they know it pushes the school beyond the so called planned number.

