

Handsworth Grange Community Sports College

Admissions Policy



Current Policy as of: September 2018

LT Responsibility: Sally Ruczenczyn

Governor Committee: Pupil Wellbeing

1 STATEMENT OF INTENT

The Minerva Learning Trust (MLT) asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances, at least one member of the relevant panel should be a member of the Trust.

The school is open to all pupils, regardless of race, religion, gender, sexual orientation, ability or economic circumstances. Our aim is to ensure that all pupils achieve the highest standards.

The school, operates its admission procedures entirely under the direction of the Local Authority (LA)

2 ADMISSIONS POLICY

This Admissions Policy is a statement of good practice that covers all aspects of the school's activities that relate to the admission of new pupils.

3 AIMS

- To ensure that the school is properly prepared for the arrival of new pupils.
- To ensure that the school deals with each new entrant as an individual, making due allowances for each pupil's abilities and individual attributes.
- To ensure that each pupil has the opportunity to achieve the maximum from his/her time at the school.

4 IMPLEMENTATION

This Policy outlines the steps that are taken to ensure that the integration of each new pupil into the school is as smooth as possible.

4.1 General Intake

Admissions to school are regulated by national statute that, in essence, allows Parents the right to ask for a place in any school they prefer. The Local Authority is the Admissions Authority for Community and Voluntary Controlled Schools and must comply with parental wishes if there are places available. Where an Authority receives more requests for places than there are places available, it must have over subscription criteria that determine the priority for admission to school. The criteria must be objective, fair and clear and must be published annually. Sheffield's criteria are contained in its annual booklet. 'A Guide for Parents'. In common with many other authorities, Sheffield operates a policy based on geographic areas (catchment areas). The policy for the transfer to secondary school states that places will be allocated in the following order.

- a. Children in Care (or previously in care)
- b. Catchment Area with sibling
- c. Catchment Area
- d. Siblings of children refused a place at their catchment school
- e. Siblings
- f. Feeder school

g. Other applications.

Any child that has an Education Health Care Plan or Statement for SEN that names Handsworth Grange School must be offered a place here.

Tie – breakers.

(Extracted from the 'A Guide for Parents')

'For any admission category that is oversubscribed there are two stages of further consideration:

- Where exceptional medical, social or special educational needs are demonstrated / supported by professional evidence, an application may be prioritised by the Admissions Committee (AC) but only within the admissions category. Please note this list of circumstances is not exhaustive and is provided simply as an example of reasons for which the AC may prioritise a case. It is the responsibility of the Parent / Carers to provide supporting evidence to demonstrate your exceptional reasons. For example, if your child has medical reasons for applying for a school, you must provide evidence from a relevant medical professional with your application. If you apply online you can send any additional evidence by post.*
- If there are no exceptional circumstances, all applications will be prioritised by the admission category and then distance from the home address to a designated point at the school building. This is a straight-line measurement.'*

4.2 In Year Admissions

4.2.1 Initial Contact

This is made through the Head of Year. The Head of Year will ascertain the name of the child, the year group being applied for and details of his/her previous school. Basic contact details will also be recorded on the name and address contact form. The Head of Year will also ascertain the first language spoken and whether an interpreter is needed for subsequent visits.

The Head of Year will provide the parents with an admission form (SIMS Form), the Home - School Agreement, ICT Protocol and photograph permission form. The parents will be given the date of the interview, normally within 5 school days from the initial contact.

After the initial contact, but before the interview, the Head of Year will talk to the previous school and obtain prior attainment data, notes about behaviour, attendance, etc.

4.2.2 Interview

This will be held by the relevant Head of Year. Parents and child will be given a brief tour of the school. The parents will be given a School prospectus and other relevant information.

The completed SIMS Form, Home and School Agreement form will be collected and any special medical needs noted. Finger scanning will also be completed where permission is given.

The parents will be informed that a place is offered and that the Head of Year will confirm a start date. The parents will be informed of the arrangements for bringing the child to school on the first day. Prior to starting staff will be made aware of assessment results. The Head of Year will liaise with the EAL team or SEN as necessary in order that assessments can be carried out. The Head of Year will then contact parents to give them details of the arrangements for assessment and confirm an official start date for the child.

4.2.2 After the Interview

The Head of Year will allocate the child to a tutor group and arrange for a peer mentor to look after the new arrival when he/she arrives at school. The Head of Year will give basic details to the school's administration office so that the pupil can be put on the roll and a timetable given. Contact ICT Services

Team for an ICT account

The Head of Year will obtain the child's records from the previous school and ensure that the child's Unique Pupil Number (UPN) is collected.

4.2.3 EAL (See EAL Policy)

We follow the school's normal admittance procedures and also try to collect and record the following additional information:

- Country of origin
- Date of arrival in U.K
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages
- Links with pupils already in school
- Pupil's educational background

We normally attempt to contact previous schools. Parents/carers and pupils are taken on a tour of the school and introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

On arrival at school EAL pupils language needs are assessed. This will be co-ordinated by the EAL Co-ordinator and by external agencies where appropriate. An intervention programme where appropriate will be put in place by the EAL Co-ordinator

Placement in Teaching Groups/Classes

We recognise that E.A.L. pupils, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement and stick to it unless we discover the pupil is seriously misplaced.

E.A.L. pupils:

- Have access to the whole curriculum
- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a set as possible i.e. with their intellectual/academic equals
- Are not automatically placed with Learning Support pupils
- Are not subjected to standardised reading tests in order to place them in teaching groups.

4.2.4 Special Educational Needs (Also see SEN Policy)

All children with special educational needs entering the school will be interviewed by the Special Educational Needs Coordinator (SENCO). This interview will take place before the pupil starts at the school and will be arranged by the Head of Year.

This allows the school to assess the level of provision needed by the pupil and for TA time to be allocated where necessary. The SENCO will give staff an outline of the needs of the pupil (pen portrait). The reading and spelling age for all new admissions will be ascertained. In addition pupils with physical disabilities will

have their needs assessed and any reasonable adaptations to the school environment will be made if necessary.

4.2.5 Start Day

The Head of Year will meet the child and parents at the start of the pupil's first day, introduce the child to the form tutor and his/her form buddy. Staff will ensure that the buddy takes the child to each class and meets them at break and lunchtime. The pupil will be given a planner and his/her timetable. The form tutor will meet the child at the end of the day with the buddy to make sure that there have been no problems.



Approved by

Governor: **Date:**

Signature: