

ST. AUGUSTINE'S CE (VA) J & I SCHOOL

ADMISSIONS & NEW ARRIVALS POLICY

Autumn2017



OUR MISSION

'...We aim to serve our multi-racial, multi-faith community by providing an education of the highest quality within the context of Christian belief and practice, irrespective of race, culture, religion, sexual orientation, gender, class or ability...'

<i>POLICY REVIEW - Amendment History</i>		<i>Next Review(1 year): Spring 2018</i>
Autumn 2013	Approved by S&E Committee 06.11.13 with BACS referenced	
Spring 2015	Scheduled review to take place. Reviewed by Shahnaz Khan. Approved by the SE Cttee 10.03.2015	
Spring 2016	Reviewed by SK, LB Approved by the FGB 20.01.2016	
Spring 2017	Reviewed by PK, Approved by the FGB Sept 17	

The policy aims to maximise, within the agreed accommodation limit, the number of children admitted to the school while maintaining the quality of their education by avoiding overcrowding in classrooms and premises, and overloading of teachers. The production of this policy has taken account of the school's Mission Statement particularly in relation to the Christian principles and values on which the school is based.

ADMISSIONS TO RECEPTION CLASS

A child may be admitted to the Reception class provided that their fifth birthday falls between 1st September of the year of admission and 31st August of the following year, both dates inclusive.

The number of children that can be admitted to the Reception Class each year is currently 25. This number has been calculated according to the capacity of the school, which the law defines and has been agreed with Calderdale LA.

Places will first be allocated to applicants on the basis of the priorities contained in this policy.

Decisions about admission to the school are made by the Governing board (not the LA). Where the number of applications for St Augustine's CE (VA) School received during the normal admissions round exceeds the admission number of the school then the Governing Board will apply the following criteria in strict order of priority. **(see note 2)**

- 1 'Child Looked After' where the LA, in consultation with the Governing Board of St Augustine's CE (VA) J & I School, deems the school to be the most suitable for the individual needs of the child. (Carers applying under this category will have had discussions with both the Headteacher and the LA Officers before applying.)
- 2 Children with Statements of Special Educational Need where St Augustine's CE (VA) J & I School is named on the Statement in accordance with the LA's procedure. (Parents applying under this category will have had discussions with the Headteacher and the LA Officers before applying).
- 3 Children whose parents are regular worshipping members of St Augustine's Church or Christchurch Mount Pellon (i.e. for a period of at least twelve months with names being entered on the Ecclesiastical Electoral Roll). **(A supporting letter from the Parish Priest will be required as evidence)**
- 4 Children with a brother or sister (including step, half and adoptive brothers/sisters) permanently resident at the same address and attending the School at the proposed date of admission. **(see note 1)**
- 5 Children who live within the parish of St Augustine's. **(see note 1)** (A map detailing the parish of St Augustine's is available at the school.)
- 6 A child whose parents regularly attend:
 - (a) A neighbouring Anglican Church
 - (b) A neighbouring non-Anglican Christian Church accepting the doctrine of the Holy Trinity **(A supporting letter from the Parish Priest will be required as evidence)**
- 7 Any other children

NOTES

- 1 Where parental responsibility is held by more than one person and those persons reside in separate properties, the child's ordinary place of residence will be deemed to be that property at which the child resides for the greater part of the week including weekends.
- 2 If there are more applications in a particular category than the number of places available, the remaining places will be offered to the children whose permanent address is nearest to school

– the distance being calculated (in a straight line on an Ordnance Survey map) from the school's front door outside the main office to the front door of the child's permanent address.

- 3 If a family is to move in to the school's catchment area, evidence of the exchange of contracts will be necessary.

WAITING LIST / IN-YEAR TRANSFER APPLICATIONS

School will continue to admit pupils who apply for an available place based upon our admission arrangements. However, where there is a request for a place through the Fair Access Protocol, this will be considered before any In Year Transfer request. This process is detailed in the Central Halifax School's Fair Access Protocol.

APPEALS AGAINST THE GOVERNING BODY'S DECISION TO REFUSE ADMISSION

Parents whose children are refused school places for which they have applied by expressing a preference on the common application form have the right to an independent appeal. The right of an independent appeal applies to all preferences expressed and subsequently refused by the Governing Body in accordance with the priority of admission over-subscription criteria.

Parents who intend to make an appeal against the Governing Body's decision to refuse admission must submit a notice of appeal within 21 working days of receiving the refusal letter to:

The Clerk to the Aided School Appeal Panel
Leeds Diocesan Board of Education
Church House
1 South Parade
WAKEFIELD WF1 1LP Telephone: 01924 371802

Normally appeal hearings will be held within six weeks of the closing date for receiving the notice of appeal.

PUPILS ARRIVING FROM ABROAD

Pupils arrive in our school from countries throughout the world and may arrive at any time during the school year. Some children will have received education in their own countries, whilst others will have had little or no education. Levels of literacy in their first language will vary, as will their familiarity with English.

AIMS

- To establish good communications with parents and carers
- To ensure a supportive, welcoming and safe environment
- To collect and disseminate information about the pupil which will address their immediate and future needs
- To identify the pastoral and educational needs of the pupil.

ADMISSION PROCEDURES

The EAL co-ordinator and the HSLO arrange a meeting with the family, using an interpreter if necessary in order to collect information about the child and to discuss the admission. We use the proforma "Admission of pupil from overseas into primary school." This form includes information about country of origin, ethnicity, siblings, languages known and used by the pupil, previous educational experience, religion, medical history and any special requirements/factors that may affect the pupil. We also ask about the ethnicity of both parents in order to be aware of the needs of children who have dual/mixed heritage.

Parents/carers will be given information about the school, the education system in this country, free school meal, uniform, out of school clubs etc. We provide a welcome booklet about the school in 16 languages.

Time is allowed between the admission meeting and admission date to enable information to be disseminated and arrangements put in place. We explain to parents why this is in their child's best interests.

PREPARATIONS FOR THE ARRIVAL OF A PUPIL IN SCHOOL

A suitable admission date is agreed by the Head, the class teacher and the parents.

Relevant information about the child is communicated to all staff who will have contact with the child and pupil information added to SIMS.net system.

'Buddies' will be chosen in the new pupil's class to support the new pupil at break and lunchtimes. Support is planned by the EAL Co-ordinator, which may include bi-lingual help and language development sessions.

INDUCTION AND ASSESSMENT

A member of staff will be available to greet the family on the child's first day.

The pupil's level of English is assessed by observation and through conversation in the first few days and pupils can be given the opportunity to write in their first language, if they are able to do so.

Speaking and listening levels can be recorded on the Nassea scales.

The EAL co-ordinator monitors the progress of new arrivals through working with the pupils, discussion with staff and assessments. Nassea assessments are recorded for all EAL pupils half termly.

This Policy follows an annual review cycle unless a change in legislation or guidance necessitates a shorter review period. It was approved by the Governing Board in the Autumn Term 2017.

