



Endon High School Admissions Policy

Principles

School Governors, in conjunction with Staffordshire LA, determine and operate the admission arrangements for maintained schools. It is, therefore, necessary for Endon High School to outline clearly the admissions arrangements and criteria by which applicants are offered places. Legislation on parental choice requires an Admissions Authority to have a good reason to deny a child admission to the school of her/his parents' preference. Endon High School is a popular and oversubscribed school, thus increasing the pressure for clarity in admissions policy and practice.

Statement

1. To publish information regarding the Published Admission Number (PAN), and admissions policy and procedure in the school prospectus for prospective parents.
2. To adhere to the Local Authority Admission Arrangements as detailed below.
3. To abide by the code of practice concerning admissions and appeals, as laid down by the DfE

Local Authority Admission Arrangements for Community High Schools (Academic Year 2016/17)

Practice

Although parents have the right to express a preference for the school that they wish their child to attend, there is no guarantee of a place being offered at their preferred school.

It is the County Council's policy to try and meet parents' wishes where possible, however in some cases there may be more applications for a particular school than there are places available.

Admission to oversubscribed community and voluntary controlled schools is determined by the oversubscription criteria given below.

Oversubscription Criteria

If the total number of preferences for admission to a school exceeds the school's Published Admission Number (PAN), the following order of priority is used to allocate the available places. (N.B., after applying the oversubscription criteria, where an applicant can be offered a place at more than one preferred school then they will be offered a place at the school ranked highest on their application.)

- 1) Children in Care and children who ceased to be in care because they were adopted (or became subject to a residence order or special guardianship order).
- 2) Children who satisfy both of the following tests:

Test 1: the child is distinguished from the great majority of applicants either on their own medical grounds or by other exceptional circumstances.

Medical grounds must be supported by a medical report (obtained by the applicant and provided at the point of application). This report must clearly justify, for health reasons only, why it is better for the child's health to attend the preferred school rather than any other school.

Exceptional circumstances must relate to the choice of school and the individual child, i.e. the circumstances of the child, not the economic or social circumstances of the parent/carer. It should be supported by a

professional report (obtained by the applicant and provided at the point of application), e.g. social worker. This report must clearly justify why it is better for the child to attend the preferred school rather than any other school.

Test 2: the child would suffer hardship if they were unable to attend the preferred school.

Hardship means severe suffering of any kind, not merely difficulty or inconvenience, which is likely to be experienced as a result of the child attending a different school. Applicants must provide detailed information about both the type and severity of any likely hardship at the time of application.

3) Children who have an elder sibling in attendance at the preferred school and who will still be attending the school at the proposed admission date; (For admission purposes, a brother or sister is a child who lives at the same address and either: have one or both natural parents in common; are related by a parents marriage; are adopted or fostered by a common parent or are unrelated children who live at the same address, whose parents live as partners.)

4) Children living within the catchment area of the preferred school

5) Children who attend certain primary schools defined as major contributory primary schools. (See Additional Notes below.)

6) Other children arranged in order of priority according to how near their home addresses are to the main gate of the school, determined by a straight-line measurement as calculated by the Local Authority's Geographical Information System.

Where it is not possible to accommodate all children applying for places within a particular category then the Local Authority will allocate the available places in accordance with the remaining criteria. If for instance, all the children with an older sibling cannot be accommodated at a school, children who have an older sibling at the school and satisfy category (4) will receive offers of a place, followed by children who satisfy category (5), etc.

Additional Notes

Copies of school catchment area maps are available from the Local Authority or individual schools.

There is no charge or cost related to the admission of a child to a school.

Admissions are administered through a coordinated admission scheme and preferences for community, controlled, aided and foundation schools will be processed centrally by the School Admissions and Transport Service. Each pupil will receive one offer of a place at a maintained school.

In accordance with legislation, children who have a statutory statement of special educational need that names a particular school as being the most appropriate to meet the child's needs must be admitted to that school. This will reduce the amount of places available to other applicants.

Children in Care means children who are in the care of, or provided with accommodation by a local authority in accordance with section 22(1) of the Children Act 1989 at the time of making the application.

It is the applicant's responsibility to provide any supportive information required in order for the application to be assessed against the published admissions criteria, the Local Authority will not seek to obtain this information on behalf of the applicant.

The Local Authority uses a Geographical Information System (GIS) to calculate home to school distances in miles. The measurement is calculated using Ordnance Survey (OS) data from an applicant's home address to the main front gate of the school. The coordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) and OS Address Point data.

The home address is considered to be the child's along with their parent's main and genuine principal place of residence at the time of the allocation of places i.e. where they are normally and regularly living. If a child is

resident with friends or relatives (for reasons other than legal guardianship) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week, parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes. If a place is offered on the basis of an address that is subsequently found to be different from a child's normal and permanent home address then that place is likely to be withdrawn.

If a child's home address changes during the admissions process it is the responsibility of the parent/carer to inform the Local Authority immediately. Where there is a proposed house move taking place during the admissions process the Local Authority will only accept the revised address for purposes of allocation where parents/carers can provide documentary evidence of the move by 31 January 2016.

If there are a limited number of spaces available and we cannot distinguish between applicants using the criteria listed, such as in the case of children who live in the same block of flats, then the child or children who will be offered the available spaces will be randomly selected. This process will be independently verified.

Any Staffordshire child not obtaining a place at any of their parents preferred schools will be allocated a place at their catchment area school (if places remain available) or the next nearest school with a space available and advised about the independent appeals process.

Category (5), major contributory schools, can only be used by prior agreement with the Local Admission Forum and are relevant to the following schools:

Secondary or Middle School	Major Contributory Schools
Cheslyn Hay Sport and Community High School	Cheslyn Hay Primary Glenthorne Primary Havergal CE (VC) Primary St John's CE (C) Primary, Essington Whitgreave Primary
Codsall Community High School	Bilbrook CE (C) Middle Codsall Middle Perton Middle
Endon High School	Endon Hall Primary St Anne's CE (C) Primary St Luke's CE (C) Primary
Great Wyrley Performing Arts High School	Landywood Primary Moat Hall Primary
Moorside High School	St John's CE (C) Primary, Wetley Rocks Werrington Primary
Oldfields Hall Middle School	Picknalls First Richard Clarke First St Augustine's First St Peter's First, Marchington The Talbot First
Thomas Alleyne's High School	Oldfields Hall Middle Ryecroft CE (C) Middle Windsor Park CE Middle
Walton High School	All Saint's CE (VA) Primary Barnfields Primary Berkswich Primary Leasowes Primary

	Oakridge Primary
Windsor Park CE Middle School	All Saint's First, Leigh Hutchinson Memorial First St Mary's First, Uttoxeter Tynsel Parkes First, Uttoxeter

Waiting lists

Unsuccessful applicants will be placed on a waiting list in accordance with the oversubscription criteria stated above and not based on the date their application was received. If places become available after the offer date they will be offered according to the child at the top of the waiting list.

Waiting Lists will be kept until the end of the autumn term of admission. No other waiting lists will be maintained. Inclusion on a school's waiting list does not mean that a place will eventually become available at the preferred school.

A child's position on a waiting list is not fixed and is subject to change during the year i.e. they can go up or down the list since each added child will require the list to be ranked again in line with the oversubscription criteria listed above. Children who are subject of a direction by a local authority to admit or who are allocated to a school in accordance with the Fair Access Protocol will take precedence over those on the waiting list.

Late Applications

Application forms received after the closing date will be considered alongside those applicants who applied on time wherever possible. Where it is not practicable because places have already been allocated, or are shortly to be allocated, then late applicants will be considered only after those applicants who applied by the published closing date. A late application does not affect the right of appeal or the right to be placed on a school's waiting list.

Repeat Applications

Parents do not have the right to a second appeal in respect of the same school for the same academic year unless, in exceptional circumstances, the local authority has accepted a second application from the appellant because of a significant and material change in the circumstances of the parent, child or school but still refused admission.

Admission Outside of the Normal Age Group

Parents may seek to apply for their child's admission to school outside of their normal age group, for example if the child is exceptionally gifted and talented or has experienced problems such as ill health. These parents will need to make an application alongside children applying at the normal age which should explain why it is in the child's best interest to be admitted outside of their normal age which may include information such as professional evidence as to why this is the case and why an exception should be made in the case of the child. A decision as to whether this is an appropriate course of action will be made by the Local Authority who will take into account the circumstances of the case and views of the Headteacher of the community or voluntary controlled school concerned. Parents do not have the right to insist that their child is admitted to a particular year group.

"In-Year Transfer" Arrangements

Parents or carers seeking to transfer to a Community or Voluntary Controlled School may make an application using the appropriate application form. This application will be processed in line with the procedure outlined in the determined admission arrangements and parents and carers need to be aware that any date set for joining the new school may be after the next term or half term holiday and those parents/carers are responsible for ensuring that their child continues to receive appropriate education in the interim.

In-Year Fair Access Protocol

Why is a Fair Access Protocol Required?

All admission authorities must have Fair Access Protocols in place and all schools must participate in the protocol in order to ensure that unplaced children are offered a place at a suitable school as quickly as possible. This includes admitting children to schools that are already full.

Admission authorities are asked to ensure that no school, including those with places available, is asked to take an excessive or unreasonable number of children who have been excluded from other schools or have challenging behaviour. They must also ensure that all children who arrive outside the normal admission round who may have difficulty securing a place are covered by a protocol.

Agreement was reached with the Secondary Headteachers Forum during November 2005 that the way forward was to develop the role of the Headteachers' Panels (District Inclusion Partnerships) to take overall charge of the placement of children where a school place could not be found quickly. These partnerships deal successfully with a significant number of difficult issues, particularly with regard to excluded or children who are close to permanent exclusion.

Along with devolved funding and responsibility for alternative provision, an agreed protocol can encourage schools to work together in partnership to improve behaviour and tackle persistent absence.

Aims of the Fair Access Protocol

The Fair Access Protocol is designed to:

- Be fair and transparent.
- Acknowledge the need of young people who are not on the roll of any school to be dealt with quickly and sympathetically.
- Recognise the success of proactive work already being undertaken cooperatively between schools to prevent exclusion, and to support children, e.g. through managed moves.
- Reduce the time that these children spend out of school.
- Ensure that schools admit children with challenging educational needs in a manner which takes account of the proportion of children they have already admitted through the District Inclusion Partnership (DIP) process.

Who is covered by the Fair Access Protocol?

It is a legal requirement that "looked after children and previously looked after children" be given first priority for admission to all schools within their oversubscription criteria. It is expected that all schools will act without delay when approached to admit a child who is presently looked after.

Looked After Children, previously looked after children, children with an Education, Health and Care Plan or Statutory Statement of Special Educational Need are not covered by this Protocol as their needs are considered separately.

Although there is some evidence that at times other children not listed above experience difficulties in attaining a school place, there is already an agreed procedure for dealing with their applications that should be adhered to in all cases including an independent admission appeals system. Guidance in relation to individual school and admitting authorities responsibilities in relation to the in-year application for school process can be found at <http://education.staffordshire.gov.uk/Pupil-Support/SchoolAdmissions/Admissions.aspx> The children covered by the Protocol will be the ones who are vulnerable and for whom it is even more important that they be admitted to a school quickly.

The Fair Access Protocol in Staffordshire covers children who fall into one of the following categories:

- they have been permanently excluded from their previous school;
- they are 'children in care or were previously in care;
- they are returning to maintained education from secure units; or
- they are deemed vulnerable due to their circumstances
- e.g. history of poor attendance or fixed term exclusions, new arrivals to the UK

- they are attending PRUs and need to be reintegrated back into mainstream education;
- they have been out of education for longer than two months;
- they are children whose parents have been unable to find them a place after moving to the area, because of a shortage of places;
- they have been withdrawn from schools by their family, following fixed term exclusions and unable to find another place;
- they are children of refugees and asylum seekers;
- they are homeless children;
- they have unsupportive family backgrounds, where a place has not been sought;
- they are known to the police or other agencies;
- they are without a school place and with a history of serious attendance problems;
- they are traveller children;
- they are carers;
- they have special educational needs (but without a statement);
- they have disabilities or medical conditions;
- they are returning from the criminal justice system; and
- they are children of UK Service personnel and other Crown Servants.

Main Principles of the Fair Access Protocol

- All schools take part in the Fair Access Protocol.
- There is a general expectation that if a child moves into an area, he/she is admitted to the local catchment area school unless there are very exceptional reasons as to why this should not be the case. Exceptional reasons would not include having EAL. Having reached the admission number is not usually considered to be very exceptional unless other circumstances apply.
- Schools cannot cite oversubscription as a reason for not admitting pupils under the protocol.
- Children considered under this protocol have priority for admission over others on a waiting list or awaiting an appeal.
- Schools cannot refuse to admit a child who has been denied a place at that school at appeal, if the protocol identifies that school as the one to admit the child.
- It is essential that all children are found places quickly. All parts of the Local Authority should be prepared to deal with school admission requests as a matter of urgency.

How will the Fair Access Protocol Operate?

The majority of pupils are already admitted through routine admission procedures operated by the School Admissions and Transport Service. If parents approach the Local Authority for a school place and there appear to be issues that could make the school reluctant to admit, then the procedure is set out in the action table included within this document.

Each case will be considered on an individual basis and where appropriate may be referred to the District Inclusion Partnership (DIP), which will make a recommendation. In exceptional circumstances, District Inclusion Partnership's may consider that particular pupils would be better placed in an alternative to a school placement, such as a short-stay school (PRU), a local FE College, or a place provided by a voluntary organisation.

Where Partnership's work well, shared ownership at local level means all services share information and take joint responsibility for placing children in the District. There are now eight District Inclusion Partnerships operating across the county whose function is the prevention of permanent exclusions, managed moves and other strategies to support fair access for young people. These Partnerships also play a strategic role in developing and supporting ways of working in each district regarding Inclusion. It is not necessary for all the areas to have identical practice however, there does need to be common outcomes for the children involved. It is expected that schools will organise a meeting with District Support Staff to discuss the arrangements for the child's admission if necessary.

What happens where no panel exists?

Where there is no DIP then a procedure exists for ensuring admission of children within a reasonably short time scale as follows:

Voluntary Aided and Foundation Schools

Where a foundation or voluntary aided school has been approached by the Local Authority and has refused to admit the child concerned, parents must be advised of their decision and provided with a right of appeal to an independent appeals panel. Details of the appeal hearing and the outcome afterwards must be provided to the School Admissions and Transport Service. An officer of the School Admissions and Transport Service will then liaise with the Inclusion Manager over the appropriate course of action. This will either be the issuing of a direction letter or an alternative placement found.

Community and Voluntary Controlled Schools

In all cases the decision as to whether or not a child can be admitted to a community or voluntary controlled school will be made by the Local Authority who is the admitting authority. If a school feel unable to admit a child, the school will need to provide full reasons for this refusal to the School Admissions and Transport Service. An officer of the School Admissions and Transport Service will then liaise with the Inclusion Manager over the appropriate course of action. This will either be the issuing of an instruction to admit letter or a refusal letter to parent advising them of their statutory right of appeal. Where the local authority refuses to admit the child an alternative placement must be found.

Academies

Where an academy has been approached by the Local Authority and has refused to admit the child concerned, parents must be advised of their decision and provided with a right of appeal to an independent appeals panel. Details must be provided to the School Admissions and Transport Service of the appeal hearing and the outcome afterwards. An officer of the School Admissions and Transport Service will then liaise with the Inclusion Manager over the appropriate course of action. This will either be a referral to the Secretary of State or the issuing of a direction letter or an alternative placement found.

Fair Access Protocol - Table of Actions

Actions Notes

1	<p>If parents approach a school requesting a place, they should be given an application form to complete.</p> <p>The school must: admit the child, or - community and voluntary controlled schools: indicate in writing, detailed reasons why they feel unable to accommodate the child - academies, foundation and aided schools: refuse in writing and provide a right of appeal with copy to School Admissions and Transport Service, or refer the child to the DIP (where available)</p>	<p>An application form for use by parents is available from the School Admissions and Transport Service or via the intranet / internet. If a school considers that they have admitted a vulnerable child outside of this protocol they should inform the District Inclusion Partnership (DIP) / Inclusion Officer so that this may be recorded. On arrival of the application form/letter of notification to refuse, the number of days for the admission of the child begins to be counted.</p>
2	<p>An officer of the School Admissions and Transport Service consults the Inclusion Manager to determine if the case should be covered under the protocol.</p>	<p>It may be decided that a referral should be made to the DIP through the Fair Access Protocol or to the Chair of DIP for power to act between meetings. If it is decided that the case is not covered under the protocol then the normal admissions procedure will apply.</p>
3	<p>The DIP should decide which school is to admit, a meeting should then be arranged between school, parent and others to agree an admission plan. If the child cannot be placed within 10 days, go to step 4.</p>	<p>If case is referred to the DIP a decision should be reached within 10 school days. The DIP may recommend that alternative provision is required (this would usually be in a short-stay school (PRU) but this will usually</p>

		require entry onto a school roll with a reintegration planned in most cases.
4	If the school does not admit following the recommendation of the DIP, the school will be asked to make a detailed written case for not admitting if they have not already done so.	Officers will consider the case, including the reasons for the schools refusal and make a recommendation. A decision will then be taken as to whether or not it is appropriate to direct admission or refer back to the District Inclusion Panel for an alternative placement.
5	If it becomes clear within the operation of the procedure at any stage that a place is not to be offered at a school requested by the parents, parents must be notified and given a right of appeal to an independent admission appeal panel.	Officers will consider the case, including the reasons for the schools refusal and make a recommendation. A decision will then be taken as to whether or not it is appropriate to direct admission.
6	If no DIP exists.	Officers will consider the case, including the reasons for the schools refusal and make recommendations. A decision will then be taken as to whether or not it is appropriate to direct admission or identify an alternative placement.

Rules Governing Directions

CHILDREN IN CARE

Power: In relation to a Child in their care, a Local Authority may direct the child's admission into the school of another Admission Authority, provided the child was not permanently excluded from the school.

Legal Authority: Section 97A of the School Standards and Framework Act 1998 (SSAFA 1998).

NB: If their circumstances comply with the Education (Infant Class Size) (England) Regulations 1998, a child in care can be admitted to an infant class, above the class size limit.

Procedure: Before deciding to give a direction, the Local Authority must:

- consult with Admission Authority of the school that it is proposing to specify; and
- consider representations from the Admission Authority, supplied within seven (7) days of consultation.

If the Local Authority wishes to proceed with the direction, it must:

- give written notice of its intention on the school's:
 - Admission Authority;
 - Local Education Authority, if it is not also the school's Admission Authority;
 - Headteacher; and
 - governing body, if it is a community or voluntary controlled school.
- wait seven (7) days from day on which the written notice was served, to enable any of the above to refer the matter to the Schools Adjudicator; and
- only issue the direction to those listed above:
 - at the end of that period; or
 - once the referral to the Schools Adjudicator has been resolved.

Legal Authority: Section 97A to 97C of the SSAFA 1998 and Section 25(3A) of the SSAFA 1998.

OTHER CHILDREN

Power: In relation to any child within their area, a Local Authority may direct that the child is admitted into the school of another Admission Authority, where:

- the child has been refused admission to the school;
- the child was not permanently excluded from the school;
- their admission would not cause class size prejudice;
- the school is a reasonable distance from the child's home; and
- the school provides a suitable education.

Legal Authority: Sections 96 and 86(3) of the SSAFA 1998.

Procedure: Before deciding to give a direction, the Local Authority must consult with:

- the parent of the child; and
- the governing body of the school that it is proposing to specify.

If the Local Authority wishes to proceed with the direction, it must:

- give written notice of its intention on the school's:
 - Headteacher; and
 - Governing Body.

wait fifteen (15) days from the day on which the written notice was served, to enable either of the above to refer the matter to the Schools Adjudicator; and

- only issue the direction to those listed above:
 - at the end of that period; or
 - once the referral to the Schools Adjudicator has been resolved.

Legal Authority: Section 97 of the SSAFA 1998.

COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS

Duty: The governing body of a community or voluntary controlled school must implement any decision relating to the admission of pupils to their school, taken by or on behalf of the school's Admission Authority; this includes a decision to admit in order to comply with parental preference.

Legal Authority: Sections 86(2) and 88(1) (A) of the SSAFA 1998.

Complaints: If the governing body of a community or voluntary controlled school does not wish to implement the decision of the Admission Authority, a complaint about the matter can be referred to the Secretary of State by either the Admission Authority or the governing body.

Legal Authority: Sections 495 and 496 of the Education Act 1996.

ACADEMIES

The Secretary of State has the power under an Academy's Funding Agreement to direct an Academy to admit a child, and can seek advice from the Adjudicator in reaching a decision.

Reviewed by Governors: May 2017
To be reviewed annually – next review May 2018