

# AYLSHAM LEARNING FEDERATION

## ADMISSIONS POLICY

Policy Reference: JT/Admissions                      Review Frequency: Annual  
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Author:

Ratified by the Governors' Curriculum Committee on: 26.09.2017

Signed: \_\_\_\_\_  
Chair

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### 1. Aims

- To establish clear, objective and fair admission arrangements that do not disadvantage one pupil/student over another.
- To ensure a system where all parents/carers feel they have the same opportunities to apply for the schools in the Federation.
- To enable parents/carers preference for Bure Valley School or Aylsham High School to be met or to the maximum extent possible.
- To provide information and guidance to governors about application for admission to the schools.

### 2. Purpose

To ensure that decisions to admit pupils/students are based on fair and transparent criteria. If the number of applications exceeds availability, pupils/students will be allocated places in the following order of priority:

#### **Aylsham High School**

1. Children with an ECHP or statement of special educational needs naming the school.
2. Children who are in public care or who have been adopted from public care who are due to transfer.
3. Children with a brother or sister attending the school at the time of admission. Our definition of siblings - 'brother' or 'sister' means: brothers or sisters living at

the same address including adopted children, step-brothers, step-sisters and children in foster care within a family unit.

4. Children who are due to transfer and live in the area served by the school. The 'area served by the school' is defined as the villages that make up the catchment areas of Aylsham High School and therefore The Aylsham Cluster of Schools:
  - Aldborough Primary
  - Bure Valley Junior
  - Buxton Primary
  - Colby Primary
  - Erpingham VC Primary
  - Hevingham and Marsham Primary Partnership
5. Children who attend an Aylsham Cluster school but live outside the catchment.
6. Children who live outside the catchment, based on proximity of the child's home to each applicable school, with those living nearer being accorded the higher priority.

### **Bure Valley School**

1. Children with an ECHP or statement of special educational needs naming the school.
2. Children who are in public care or who have been adopted from public care who are due to transfer.
3. Children who are due to transfer, living in the area served by the school who have a brother or sister attending the school at the time of their admission. Our definition of siblings - 'brother' or 'sister' means: brothers or sisters living at the same address including adopted children, step-brothers, step-sisters and children in foster care within a family unit.
4. Children who are due to transfer, living in the area served by the school who do not have a brother or sister at the school. The 'area served by the school' is defined as the area that makes up the catchment area of the following schools and therefore The Aylsham Cluster of Schools:
  - John of Gaunt Infant and Nursery
  - St Michael's CofE VC Nursery and Infant
5. Children who are due to transfer, living outside the area served by the school who have a brother or sister attending the School at the time of admission.
6. Children who attend a feeder school but live outside the catchment.

## 7. Children of staff:

- a) where a member of staff has been employed at the school for two or more years at the time at which the application for submission to the school is made and/or
- b) the member of staff is recruited to fill a vacant post as there is a demonstrable skills shortage.

## 8. Children who live outside the catchment, based on proximity of the child's home to each applicable school, with those living nearer being accorded the higher priority.

If all children within any of the above rules cannot be offered a place, the highest priority will be given to children living nearest to the applicable school within that rule. To determine who lives nearest, distance will be measured on a straight line "crow fly" basis, using Ordnance Survey data. The address will be measured from the post office address point on the property. In the unlikely event that distance does not separate the final two or more pupils/students seeking the last remaining place, a random allocation will be used to determine who is offered the final place.

Parents/carers may appeal to the Admissions Authority against a decision not to admit a child. As a Foundation school the Governing Board is the Admissions Authority. The Governing Board will use the LA appeals procedure for any admissions appeal.

### 3. Relationship to other policies

This policy should be read in conjunction with the policies on equality, SEN and the curriculum, and should be reviewed annually.

### 4. Roles and responsibilities of the Governing Board, Executive Headteacher and staff

The **Governing Board** will ensure that:

- The admission arrangements are reviewed annually, and consultation takes place on changes with all other admission authorities.
- The admission arrangements are published in the prospectus and made available to parents/carers and potential parents/carers.
- An admissions register is kept up to date.
- An admissions appeal panel is in place to hear parent appeals against non-admission.
- Each school's net capacity formula is reviewed annually and proposed variations communicated.

The **Executive Headteacher** will ensure that:

- Pupils/students are admitted only in accordance with this policy.
- The schools are represented on the LA admission forum.

- Where places are available, pupils/students are admitted in accordance with the agreed priorities.

All **staff** are expected to follow this policy when advising prospective parents/carers and admitting pupils/students.

## **5. Arrangements for monitoring and evaluation**

The number of pupils/students on roll, the number of unsuccessful applications and reasons for unsuccessful appeals will be reported to the Governing Board each term with advice on any implications. Feedback from parents/carers will also be reported.