



WOODFIELD ACADEMY

ADMISSION POLICY 2020-21

Ratified on 26th September 2018

Signed (Chair of Governors)..... Date.....

Section 1 – General Principles

Woodfield Academy is a 9 -13 mixed comprehensive middle school and one of several middle schools in the town of Redditch. We do not have any requirement for aptitude from prospective students.

The main principle of admission to Woodfield Academy is to maintain the character of the school as an inclusive comprehensive school, providing for the needs of young persons within the 9 – 13 age range, who live in Redditch and the surrounding areas defined below. There is no guarantee of a place for children living in our priority admission area.

Admission to our school is not dependent on any 'voluntary' contribution.

The school will endeavour to provide places for pupils who live outside the priority admission area, whose parents wish them to attend Woodfield, provided that they can be accommodated within the admission limits.

Pupils will be admitted at the age of 9+ **without** reference to ability or aptitude using the criteria below. The admission number PAN for September 2020 and subsequent years will be 150.

The school participates in the Local Authority co-ordinated scheme and all deadlines within that should be adhered to by applicants:

Applications Open on	1 September 2019
Closing Dates	15 January 2020
School Offer Notification Dates	16 April 2020

Children with statements naming the school must be admitted and will count towards the PAN if the information is available before the offer date.

Admission of children outside their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1. Woodfield Academy has adopted Worcestershire County Council's **Policy on Delayed and Accelerated Transfer** which is available at the following url and is appended to this policy:

http://www.worcestershire.gov.uk/download/downloads/id/5465/policy_on_delayed_and_accelerated_transfer.pdf

Section 2 – Definitions and Details

As required by the Regulations of 2012 the school will give top priority to applications on behalf of children in public care (Looked After Child) in accordance with the definition below:

'Looked after' means all those currently in the care of or accommodated by a Local Authority under the terms of the Children Act 1989 and children who were previously in the care of or accommodated by a Local Authority but immediately after being looked after, became subject to adoption, residence, special guardianship order or child arrangement order.

Priority will also be given to previously Looked After Children who were adopted under the Adoption Act 1976 or 2002 who became subject to Child Arrangement Order or Special Guardianship Order.

All children with a Statement or an Educational Health and Care Plan will be admitted (EHCP)

Priority Admissions Area

Our priority admission area is the town of Redditch and the surrounding areas/villages which fall within the school's defined 'catchment area' (a map is available from the school).

Note. The majority of catchment area falls within the Worcestershire county border, whereas others fall within Warwickshire county borders.

Please note that the Admission Area is defined by means of a boundary line and does not necessarily include the entire geographical area of all the villages.

A map is attached and a larger scale version may be viewed at the school on request.

We have strong curriculum and sporting links with a number of First Schools and historically admit pupils from three main pyramid schools, however, we would welcome applications from any First School.

We also regularly take pupils from first/pyramid schools outside of Redditch and adjoining areas including other UK authorities, UK regions, and overseas.

Sibling

By sibling we mean:

Children living at the same address who have one or both natural parents in common

Children living at the same address who are related by a parent's marriage

We include siblings who are adopted within our definition of sibling

We do not include 'cousins' within our definition of sibling

Multiple Births – places would be allocated to all siblings if this is necessary

Pyramid Schools (Redditch):

Oakhill First School

St Georges First School

Woodrow First School

Home Address

Proof of residence will be required by the co-ordinated scheme. The offer of a place may be withdrawn if proof of residency is not met.

Where a child lives part of the week with one parent and part with another member of the family the **'home address'** will be considered to be the residence where the child spends at least 3 nights of the school week each week.

Staff

Under the oversubscription criteria in Section 3 the word staff will mean:

All staff who have been continuously employed by the school for a period of at least 2 years for the purpose or working in the school as follows:

- All full time teaching staff
- All full time support staff – defined as those on a 37 week and above contract
- All part time teaching staff with a 45% and above timetable
- All part time support staff who work at least 15 hours per week for 37 weeks or more

The 2 year qualification period may be waived if a post is hard to fill.

The definition does not include contact staff. If a service has been 'in house' and is subsequently 'contracted out' children or staff will no longer be eligible for priority admission under this criterion.

The definition does not include peripatetic staff

Testing Arrangements

There are no testing arrangements for entry in 2020 or subsequent years.

Section 3 – Oversubscription Criteria

In the event of over subscription, applications will be considered in the following order:

1. Looked After Children and previously Looked After Children sometimes referred to as Children in Care, as defined above will be admitted as the top priority.

2. Sibling Priority Admission Area – Children residing in the priority admission area with a brother or sister (sibling as defined above) attending the school at the time of application with a reasonable expectation they will be attending at the time of at the start of the new academic year.

3. Children of staff as defined above.

4. Distance- Children residing in the priority admission area defined above and according to our map. If you need clarification of the exact boundaries on this map please contact the school where you will be able to view a large scale version.

Tie-breaker

In the event of oversubscription in any category above, priority will be given to pupils who live nearest the school by shortest straight line distance. The measurement will be taken using the Geocode point for each property and the Geocode point for the centre of the school.

The Academy Trust will utilise the Local Authority's software package called "Arcview GIS" to determine distance.

Ordinance Survey Supply the co-ordinates used within this system.

Applications from outside the priority admission area described above will be considered if there are still places available and will be determined by the following criteria:

1. Children with a brother or sister (sibling) attending the school at the time of application with a reasonable expectation they will be attending at the start of the new academic year.
2. Children residing outside the priority admission area.

Waiting Lists

As required by the current Code of Practice the school will maintain a waiting list until the end of the autumn term. We will continue to do this for subsequent terms and also maintain waiting lists for other year groups. Applications for inclusion on a waiting list must be made on the school's appropriate form and they will be ranked according to our oversubscription criteria as described above. We have to admit any pupil who is admitted through the appeal process, or who is the subject of a 'direction' by the LA or allocated to us according to the local Fair Access Protocol and any such pupils take precedence over the waiting list.

Late Applications

In accordance with the Local Authority's admissions policy, late applications will be accepted by the Authority up to the 28th February 2020.

In Year Admissions

Admissions mid-year for any year group will be dealt with in accordance with the agreed Worcestershire County Council coordinated in-year admissions protocols, which are available online at the following url:

https://www.worcestershire.gov.uk/downloads/download/1330/co-ordinated_schemes_for_all_worcestershire_schools

The coordinated protocols are also appended to this policy.

Appeals

If you are not offered a place at our school you have the right to appeal to an independent panel. Appeal papers will normally be sent out with offer letters to all those parents who were offered a school lower on their preference list than Woodfield Academy. Please ensure that these are headed with the school name and address and are returned to the Clerk to the Appeal Panel at the school. The closing date on the appeal application form must be adhered to. If you are in any doubt please contact the school and we will send you appeal forms.

All appeals should be heard by the same panel and it is difficult to slot in late applications. Appeals will be heard before 6th July or the first working day afterwards if the 6th is a weekend.

Co-ordinated Admissions Scheme for In-Year Applications for Schools in Worcestershire for 2020/21 Academic Year

Document Details:

Status: 0.1

Date: January 2019

Document Location:

https://www.worcestershire.gov.uk/info/20099/school_admissions/1057/2020_to_2021_admissions_policies

Contact: School Admissions Team

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2. INTRODUCTION

In-Year admissions relates to applications by parents to move their child to another school other than at the normal point of entry e.g. following a change of address. These are also known as “casual” or “admissions outside of the normal admissions round”. The Scheme outlined below will apply to the academic year 2020/21 onwards.

3. IMPORTANT THINGS TO CONSIDER BEFORE MOVING SCHOOL

Moving a child to another school is a very serious step to take. It can affect a child in many ways. It is important to consider whether a transfer is really the best option. If you are requesting a change of school that is not as a result of a house move, before making a definite decision to transfer to another school, you should think very carefully and talk through the issue with your child’s present school. Before deciding to move a child to another school, please consider the following information carefully.

- Pastoral Care – the child will need to build new friendships and get used to a new teacher.
- Curriculum – although there is a National Curriculum, each school will deliver a part of this curriculum at different stages and times during the school year.
- Years 10 & 11 – you should be aware that moving a child in these particular year groups may not always be in the best interest of the child. Not all schools offer the same subjects at examination level and may use different exam boards and offer different syllabuses.
- Transport – How will your child get to the new school, you may not necessarily be entitled to transport assistance.
- Costs – All Worcestershire schools have a school uniform which all pupils will be expected to wear.

Many things that worry parents and pupils can be sorted out without the need to move schools. Talking to your child and staff at your child’s present school should avoid a transfer between schools in almost all circumstances. If a child is unhappy at school, speak to their class teacher or make an appointment to see the Head Teacher. If you have a complaint about a school, the teachers or the work your child is doing, if it cannot be resolved by the teaching staff or Head Teacher, put your complaint in writing to the school’s Governors/Academy Trust.

If a child is not attending school, talk to the child about why they do not want to attend and speak to their teachers. If a child has special educational needs, speak to the teacher in charge of special needs (SENCO). If a child is about to be excluded, speak to your child’s class teacher or make an appointment to see the Head Teacher for advice. Every school is responsible for meeting the needs of pupils by demonstrating the Graduated Response and the maximum use of Ordinarily Available: The Local Offer.

There are strict regulations about the transfer of children between schools and the circumstances under which they can be taken off the school’s register. In the majority of cases children may not be taken off the schools register until they have been taken on to the roll of another school.

If you suspect that a child may be being bullied, talk to the child – ask them how they are – if there is anything worrying them. If they report an incident – write it down. Has this happened before? It is important that they know that it is not their fault. If it happened at school – tell the child’s teacher. Keep a record. Encourage your child to tell someone straight away. If you believe a child is being bullied at school, it is very important to keep school informed of any incidents so that they can deal with the situation effectively.

If, after speaking to a child’s teacher and allowing time for actions to be taken, you are not satisfied with the way the matter was dealt with, contact the Head Teacher and arrange a meeting. The Head Teacher should investigate the matter and action should be taken. However, if after speaking with the Head Teacher you are still not satisfied with the outcome and you still feel your child is being bullied; your next action should be to contact the Chair of Governors and ask them to investigate.

You are encouraged to consider all of the above points, decide whether a transfer is really the best option and discuss your concerns with staff at the child's current school. A change in school does not always lead to improvements in a pupil's behaviour. Moving your child to another school is a very serious step; it will not always solve the problem and can sometimes be more detrimental than helpful.

If you feel that a change of school is unavoidable you can make an application to transfer school.

Parents should be aware that different LAs and Academies, Foundation, Free and Voluntary Aided Schools may have different admissions criteria, and therefore it is strongly advised that they ensure that they have understood the information that is available from each LA/School, before stating their preference on any application.

Please make contact with the Admissions Teams of any of the relevant LAs, if further information is required. (The addresses and telephone numbers of all the neighbouring LAs can be found in the Information for Parents Book.)

4. THE APPLICATION PROCESS

The procedure for in-year admissions for Worcestershire residents is as follows;

1. The Authority provides a **common application form (CA1)** for parents to apply for a place at any mainstream school in **Worcestershire**. Once completed, this must be returned to the School Admissions Team.
2. In addition to the **CA1** Form, some Voluntary Aided, Academy, Foundation or Free schools may require parents to fill in a supplementary form which may request information that allows them to apply their oversubscription criteria. If schools use a supplementary form these must be consulted on and published and also available from the Local Authority.
3. A supplementary form, where required, must be submitted with the **CA1** form. It will not be regarded as a valid application unless the parent has also completed the **CA1**.
4. Applications from parents for schools outside Worcestershire should be made direct to the school or the local authority in whose area the school is located to find out how they process in-year applications.
5. Parents will be invited to state up to three preferences on the **CA1** for schools in priority order and give reasons for those preferred schools. Preference order is not taken into account when applying admission criteria as the law requires all preferences to be treated equally.
6. Where a parent approaches a school directly the parent should be advised to complete a **CA1** and return it to School Admissions.

5. THE ALLOCATION PROCESS

Following completion of the CA1 and returning it to School Admissions, they will make available to all schools listed on the form full details of the application. All applications will be subject to scrutiny to determine whether or not they meet the criteria for consideration under the Fair Access Protocol.

Schools must consider requests with regard to their published admission number, the current number on roll, class and school organisation, teaching, curriculum and, in respect of infant and primary schools, key stage 1 class size limits. The school must inform the Authority of the availability of places and whether or not a place is available. This will normally be within 10 school days of the application being received. An admission authority must determine at what point prejudice to the provision of efficient education and the efficient use of resources occurs and admit children to that point, any admission beyond that point will then be refused.

The School Admissions Team will consult the preferred schools on receipt of the application and will let parents know if an offer can be made at any of the preferred schools, normally within ten school days of receiving the application. If it is not possible to offer a place at one of the preferred schools then an alternative will be offered at the nearest available school, following consultation with the school. The allocated school will then make arrangements for the child to start. This is to ensure that children are not out

of school for unnecessarily long periods of time. The name of a pupil must be included in the schools admission register from the beginning of the first day on which the school has agreed, or has been notified, that the pupil will attend the school (regulation 5(3)).

6. THE OFFER OF A SCHOOL PLACE

If a child can be offered a place at more than one school then a place will be offered at the highest ranked school possible. Where a school has advised that a place is available they will be informed if the place is then the one to be offered or not to the parent. Parents will receive a single offer of a school place.

School Admissions will communicate the decision in writing to parents. If you are offered a place at a school the offer letter will instruct you to make direct contact with the school to arrange a mutually convenient start date. The name of a pupil must be included in the schools admission register from the beginning of the first day on which the school has agreed, or has been notified, that the pupil will attend the school (regulation 5(3)).

Where an admission authority is unable to meet a preference, the law requires a refusal letter to include the reasons why admission was refused; information about the right to appeal; any response date for lodging an appeal and the contact details for making an appeal as well as any waiting list procedures. The school will provide this information to School Admissions who will include the details in your letter. School Admissions will, where applicable and, if possible, provide details of schools with places available in the appropriate year group.

Where no place can be offered to a Worcestershire child and the child has no current school place, the School Admissions Team will look at the following alternatives, an alternative school place to offer, request further preferences from the parent and or referral to the Children Missing Education Team for referral through the Fair Access Protocol where appropriate.

Parents or Carers seeking to transfer to a school that does not involve a house move, or where there is no need for an immediate move, need to be aware that any date set for joining the new school may be after the next term or half term holiday whichever is sooner and that parents/carers are responsible for ensuring their child continues to receive the appropriate education in the interim.

7. APPEALS

Any parent whose child is refused a school place will be informed in the decision letter of the reasons for refusal and their right to appeal against the decision to an independent appeal.

Your refusal letter will advise you of the full details, including who you should appeal to, where to send your written statement and will provide a timescale for response. Please note there is no deadline set by which you must lodge your appeal, but if you do not lodge your appeal within the timescale specified there may be a delay in the appeal being heard. All InYear appeals must by law, be heard within 30 school days of the appeal being lodged.

8. WAITING LISTS

Waiting lists for Community and Voluntary Controlled Schools are maintained by School Admissions, and parents need to apply, in order to be included. These waiting lists will be maintained until the end of each term. Parents will need to reapply at the start of each term if they wish to be included on the list for the following term

Voluntary Aided, Foundation, Academy and Free schools may choose to maintain waiting lists for in-year admissions. Priority on the waiting list is determined according to the school's oversubscription criteria. Where Voluntary Aided, Foundation, Academy and Free schools do maintain a waiting list, it is the responsibility of the school to communicate with parents when places become available. The school must also however, also notify the School Admissions Team of any offer of a place from their waiting lists, so that

the Local Authority is able to provide up to date figures on the availability of places in the area for parents, to DfE and to accurately report information to the Office of the Schools Adjudicator.

Parents already on the waiting list and wishing to place their child's name on the list for the next term or academic year should be keep in direct contact with Voluntary Aided, Foundation, Academy and Free schools to find out the individual school procedures for the waiting lists.

Children allocated to a school in accordance with the Fair Access Protocol must take precedence over other children on the waiting list.

9. FAIR ACCESS PROTOCOL

Although we hope that all children can start at school and continue until they transfer the next phase of education, there are some circumstances when this progression through school is interrupted. This could be because of a change of address to another area, where children have especially challenging behaviour or who have been permanently excluded and cannot find another school place.

All LA's are required to have a "Fair Access" Protocol in place. This ensures that education placements can be made for vulnerable, excluded or "Hard to Place" pupils as quickly as possible. It also ensures that pupils are placed fairly and equitably across the education establishments in the LA.

In Worcestershire these arrangements are overseen through "Fair Access Panels" that have been set up especially for this purpose. These meet throughout the academic year. Children subject to the Fair Access Protocol take precedence over children who may already be included in the waiting list for a particular school.

All Schools in Worcestershire take part in Fair Access to ensure that – outside the normal admissions round - unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. In agreeing a protocol, the local authority must ensure that no school - including those with available places - is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour. The protocol must include how the local authority will use provision to ensure that the needs of pupils who are not ready for mainstream schooling are met.

The operation of Fair Access Protocols is outside the arrangements of co-ordination and is normally triggered when a parent of an eligible child has not secured a school place under in-year admission procedures.

All admission authorities must participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly. There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol.

Where a governing body does not wish to admit a child with challenging behaviour outside the normal admissions round, even though places are available, it must refer the case to the local authority for action under the Fair Access Protocol. This will normally only be appropriate where a school has a particularly high proportion of children with challenging behaviour or previously excluded children. The use of this provision will depend on local circumstances and must be described in the Fair Access Protocol. This provision will not apply to a looked after child, a previously looked after child or a child with a statement of special educational needs or Education, Health and Care Plan naming the school in question, as these children **must** be admitted.

A copy of the Fair Access Protocol in place within Worcestershire can be found at the following link: [Worcestershire Fair Access Protocol](#)

10. ADMISSION OF CHILDREN OUTSIDE THEIR NORMAL AGE GROUP

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health, effectively in the year group below or above their chronological age group.

The admission authority for any school must make the decision based on the circumstances of each case and in the best interests of the child concerned.

In the case of a Community or Voluntary Controlled School the Local Authority will request the head teacher of the school to take account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely in order to reach a decision as to whether or not it is appropriate for the individual child to delay or accelerate their entry into school and be taught permanently behind or ahead of their chronological age group. The reasons for the decision must be clearly set out.

Even if delayed or accelerated entry is agreed, the normal admission arrangements apply and there is no guarantee of a place

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'Jeśli potrzebujesz pomocy w zrozumieniu tego dokumentu w własnym języku, zadzwoń do Ethnic Access Link. Tel: 01905 25121' (Polish)

'Se necessitar de ajuda para perceber o conteúdo deste documento na sua língua, contacte a associação Ethnic Access Link pelo telefone: 01905 25121' (Portuguese)

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Policy on Delayed and Accelerated Transfer - Placement of pupils out of their chronological age group including Summer Born children starting school

Note: For **deferred entry** i.e. a child's entry to reception class being deferred until later in the same academic reception year group, please refer to the "Information for Parents Book":

http://www.worcestershire.gov.uk/downloads/download/577/school_admissions_booklet_and_guides

Document Details:

Status: V0.5

Date: September 2017

Document Location:

http://www.worcestershire.gov.uk/downloads/download/182/school_admissions_policies_and_appeals_information

Contact: School Admissions

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1. POLICY STATEMENT

The County Council:

- 1.1. expects the provision of an inclusive personalised curriculum in the belief that all schools should provide this for all pupils and students;
- 1.2. expects that pupils should be taught within their chronological year group and that consideration will be given to accelerating or delaying the entry or transfer of a pupil or student based on each individual's circumstances.

This policy document is intended to provide best practice guidance to support parents/carers, colleagues in schools and colleagues within the Local Authority (LA) and commissioned services, in making appropriate and consistent decisions about pupil entry or transfer.

Parents/carers must be made aware that even if delayed or accelerated entry is agreed, the normal admission arrangements apply and there is no guarantee of a place. Parents/carers should be made aware of this fact in advance of requesting delayed or accelerated entry and transfer.

2. REASONS FREQUENTLY CITED FOR PLACING PUPILS OUTSIDE THEIR CHRONOLOGICAL AGE GROUP

The rationale for wishing to place pupils in a year group other than their chronological age group tends to be as follows:

- (i) the pupil has exceptional intellectual skills and is isolated as a learner in their present peer group which presents significant challenges for teachers in terms of providing appropriate curriculum extension;
- (ii) the pupil has significant cognition and learning difficulties and cannot productively engage in group learning tasks which presents teachers with significant challenges in providing an accessible and appropriately differentiated curriculum
- (iii) often in association with (ii) the pupil is significantly delayed in their social and emotional development and is unable to establish adequate relationships with their peer group and is at risk of isolation;
- (iv) a child or young person may have missed a substantial part of an academic year due to a medical condition, pregnancy or other exceptional reasons;
- (v) reasons associated with a child's physical condition: physical frailty which appears to justify a "less structured" environment than that found in the same age group;
- (vi) By law, parents of Summer Born children (children born between 1st April to 31st August) are able to request that their child delays entry to the reception class in the September after their fifth birthday, effectively in the year group below their chronological age group.

These reasons are frequently allied with strong parental preferences for their child to be placed in an alternative year group.

3. DEFINITIONS

- 3.1. **Accelerated transfer**, involves a decision to place a pupil into an older year group than that of his or her age-group peers.
- 3.2. **Delayed entry and transfer**, involves a decision to keep or place a pupil in a younger year group than that of his or her age-group peers.

- 3.3. **Summer Born children** are those that are born between 1st April and 31st August.

4. PRINCIPLES OF OUR INCLUSIVE PHILOSOPHY

- 4.1. We believe inclusive schools focus on the learning needs and social, emotional wellbeing of individual pupils, targeting support and differentiating curricular provision to ensure appropriate challenge at all levels. In these schools effective teaching and learning focuses on individual children, their strengths and interests, their needs, and the approaches which engage, motivate and inspire them.
- 4.2. The LA's Education Inclusion Policy (2010) addresses questions of inclusion, accessibility and equality of opportunity. Where the principles of inclusion could be best achieved for an individual pupil by applying accelerated or delayed entry or transfer, the option should, be considered.
- 4.3. Mixed age class teaching is a form of class organisation that is common in a number of first and primary schools when children of different age groups are taught together. In the secondary phase, schools will often provide a range of flexible curriculum opportunities where students are taught with older or younger pupils. In these circumstances appropriate curriculum provision is planned and delivered by the teacher. It is the responsibility of the Headteacher to ensure parents/carers are clear about the reasons for this type of school organisation and that no assumptions are inferred with regard to accelerated or delayed entry or transfer.
- 4.4. Accelerated or delayed entry or transfer should be considered in the most exceptional circumstances and/or when requested to do so. The decision relating to entry or transfer should be reached on a case by case basis in line with the guidance in this Policy.
- 4.5. Transfer to an older or younger year group should generally take place at the start of an academic year. However, requests for in-year transfer must also be considered.

5. ACCELERATED TRANSFER

The following points take into account the learners needs: Cognitive, Social/Emotional, Physical:

- 5.1. It would be wrong to assume that the only way (or the best way) of satisfying the intellectual demands of significantly more able children and young people is through linear progression.
- 5.2. Conceptual match is not necessarily achieved by acceleration to the next year group but through the appropriate level of pitch and challenge to enable breadth and depth of learning
- 5.3. Acceleration does not *guarantee* an appropriate curriculum experience. Issues of differentiation, challenge, level and pace still need to be addressed.
- 5.4. It should be possible for all teachers to teach beyond a given syllabus/programme of study.
- 5.5. A pupil being considered for accelerated transfer must demonstrate a level of physical and emotional maturity commensurate with the year group to which it is proposed to transfer him or her.

- 5.6. There should be demonstrable factors indicating detriment to the pupil if retained within his or her current group, both educational, social and emotional.
- 5.7. The educational, social and emotional benefits of the pupil moving to a higher year group must be anticipated and carefully considered.
- 5.8. The implications for the pupil of reaching the end of statutory schooling prior to reaching statutory participation age should also be considered. Refer to **Appendix 2** for further information.

Procedures

- 5.9. Account should be taken of relevant and accessible guidance. For example, from the National Association for Able Children in Education (NACE).
- 5.10. Advice must be sought by the Headteacher from the relevant professionals (e.g. School Improvement Adviser, Educational Psychologist, etc.) as to the suitability of accelerated transfer for the pupil and the school must sufficiently demonstrate that other options have been considered to meet the pupil's needs.
- 5.11. The views of the pupil, parents/carers and appropriate professional(s) must be sought and considered in the light of the pupil's academic, social and emotional development.
- 5.12. Careful liaison with a next phase school(s) is vital, particularly when accelerated transfer is being considered at, or close to, the point of phase transition.
- 5.13. Based on the range of evidence gathered, the Headteacher should then make the final decision of whether or not to accelerate a pupil. A record of the advice received and the final decision should be kept [For ease of reference a suggested Recording Sheet is shown as Appendix 1] and placed on the child or young person's file.
- 5.14. The Headteacher must then inform the parents appropriately and return a copy of the completed Recording Sheet (Appendix 1) to the School Admissions Team at Babcock Prime.

6. DELAYED ENTRY OR TRANSFER (INCLUDING SUMMER BORN CHILDREN STARTING SCHOOL PLACED OUT OF THEIR CHRONOLOGICAL YEAR GROUP)

The following points take into account the learners needs: Cognitive, Social/Emotional, Physical:

- 6.1. It would be wrong to assume that the only way (or the best way) of meeting the additional learning needs of pupils with special educational needs is through keeping the pupil in a younger year group than that of his or her age-group peers.
- 6.2. It should be possible for all schools to successfully include a pupil with special educational needs in the mainstream classroom, taking into account guidance from the SEN Code of Practice (2015); the National Curriculum Inclusion statement (2014); DfE Statutory framework for the early years foundation stage (2017) the LA's Entitlement of Pupils in Mainstream Schools: Special Educational Needs 'Ordinarily Available' Provision and advice from relevant external agencies.

- 6.3. It would be wrong to assume that the only way (or the best way) of meeting the needs of summer born children starting school with social/emotional immaturity or a developmental delay is through keeping the pupil in a younger year group than that of his or her age-group peers.
- 6.4. It should be possible for all schools to successfully include a summer born child starting school with social/emotional immaturity or a developmental delay in the mainstream classroom, taking into account guidance from DfE Statutory framework for the early years foundation stage (2017); the LA's "Ordinarily Available" In Worcestershire Early Years Settings; DfE Advice on the admission of summer born children (2014) and advice from relevant external agencies.
- 6.5. By law, parents/carers can request that their child enter the reception class in the September after their fifth birthday, effectively in the year group below their chronological age group, delayed entry. The admissions authority of the school must make the decision based on the circumstances of each case and in the best interests of the child concerned. In the case of a Community or Voluntary Controlled School the Local Authority will request the Headteacher of the school to take account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely in order to reach a decision as to whether or not it is appropriate for the individual child to delay their entry into school and be taught permanently behind their chronological age group. The reasons for the decision must be clearly set out. Refer to **Appendix 2** for further information.
- 6.6. Delayed entry or transfer does not *guarantee* an appropriate curriculum experience. Issues of differentiation, challenge level and pace still need to be addressed.
- 6.7. A pupil being considered for delayed entry or transfer must demonstrate a level of physical, social and emotional maturity commensurate with the year group to which it is proposed to include him or her.
- 6.8. There should be demonstrable factors indicating detriment to the pupil if retained within his or her current group, both educational, social and emotional.
- 6.9. The educational, social and emotional benefits of the pupil moving to a lower year group must be anticipated and carefully considered.
- 6.10. The implications for the pupil of reaching the end of statutory schooling after reaching statutory participation age should also be considered Refer to **Appendix 2** for further information.

Procedures

- 6.11. Account must be taken of all relevant guidance including the School's Admissions Code; the LA's Educational Inclusion Policy (2010); the SEN Code of Practice (2015); WCC 'Ordinarily Available' Provision; DfE Statutory framework for the early years foundation stage (2017); DfE Advice on the admission of summer born children (2014).

- 6.12. Advice must be sought by the Headteacher from the relevant professionals (e.g. School Improvement Adviser, Educational Psychologist, Health Care professionals; Early Years Inclusion Team; WCC SEN Services; professionals associated with Pre-School Forum etc.) as to the suitability of delayed entry or transfer for the pupil and the school must sufficiently demonstrate that other options have been considered in meeting the pupil's needs.
- 6.13. The views of the pupil, parents/carers, and appropriate professional(s) must be sought and considered in the light of the pupil's academic, social and emotional development.
- 6.14. Careful liaison with a next phase school(s) is vital, particularly when delayed transfer is being considered at, or close to, the point of phase transition.
- 6.15. Based on the range of evidence gathered, the Headteacher should then make the final decision of whether or not to delay a pupil's entry or transfer. A record of the advice received and the final decision should be kept [For ease of reference a suggested Recording Sheet is shown as Appendix 1] and placed on the child or young person's file.
- 6.16. The Headteacher must then inform the parents appropriately and return a copy of the completed Recording Sheet to the School Admissions Team at Babcock Prime.

Appendix 1 - Recording Sheet

DELAYED OR ACCELERATED TRANSFER

(i.e. placed outside their chronological age group)

To be read in conjunction with the Local Authority's Policy on Delayed and Accelerated Transfer

School _____

School Contact _____

Pupil's Name _____ D.O.B. _____

Current School Year Group _____

1. Reasons for considering placing this pupil outside his/her chronological age group:

(✓ please tick all the relevant statements below)

- (i) the pupil has exceptional intellectual skills and is isolated as a learner in their present peer group which presents significant challenges for teachers in terms of providing appropriate curriculum extension;
- (ii) the pupil has significant cognition and learning difficulties and cannot productively engage in group learning tasks which presents teachers with significant challenges in providing an appropriately differentiated and accessible curriculum
- (iii) often in association with (ii) the pupil is significantly delayed in their social and emotional development and is unable to establish adequate relationships with their peer group and is at risk of isolation;
- (iv) a child or young person may have missed a substantial part of an academic year due to a medical condition, pregnancy or other exceptional reasons;
- (v) reasons associated with a child's physical condition: physical frailty which appears to justify a "less structured" environment than that found in the same age group;
- (vi) By law, parents of Summer Born children (born between 1st April to 31st August) are able to request that their child delay entry to the reception class in the September after their fifth birthday, effectively in the year group below their chronological age group.

2. **When did this situation first come to the school's attention and how long has this been an issue?** *(Include here any information from previous schools or settings including the involvement of external agencies - please attach relevant paperwork)*

3. **Describe the current situation and reason for consideration of a change of year group.** This should include strategies which have already been employed within the school for meeting this pupil's needs within their chronological year group.

4. **Summarise the advice received from all relevant professionals in the boxes below.** (See Policy on Delayed and Accelerated Transfer: Procedures 5.10 and 6.12)

Name..... **Role**..... **Date**.....

Name..... Role..... Date.....

Name..... Role..... Date.....

5. Summarise the views of the pupil and his/her parents/carers.

Pupil's view	Date.....
Summary:	

Pupil's view	Date.....
Summary:	

Final Outcome/Decision **Agreed**

Declined

Headteacher's signature _____ **Date** _____

Please return a copy of this completed form to:

Babcock School Admissions via the Children's Services Portal:
https://capublic.worcestershire.gov.uk/ChS_Theme/NoPermission.aspx

or

School Admissions,
Babcock Prime,
Prime House,
Woodbury Lane,
Norton,
Worcestershire,
WR5 2PT

Appendix 2 – Delayed Entry into School – Impact, criteria and process

(Involves a decision to keep or place a pupil in a younger year group than that of his or her age-group peers.)

Understanding the impact of delaying entry into school:

If the child does not qualify for the 30 hours of extended Nursery Education Funding, then the child will only be able to access 15 hours of Nursery Education Funding in their delayed year. When a child enters a school reception class they attend for 30 hours. By opting to delay, parents are agreeing to continue with only 15 hours of early education where children predominantly learn through play.

The child **will not be taught** with their peer group, and all children in their class will be one chronological year younger than the delayed transfer child. E.g. when they are having their 16th birthday, all their peers will be having their 15th birthday. The social, emotional and educational impact of this should be carefully considered. Parents should consider the impact of the physical size of the child in relation to their peers, along with any impact on friendship groups and peer to peer relationships.

A young person will also be able to exit school education without completing their courses of study when they cease to be of statutory school age (16). The expectation is that they will participate in employment or training up until the age of at least 19.

If they wish to continue their further education beyond the academic year of which they turn 18th the education establishment will need to contact the School Funding Council to ensure funding is secured. (Please see further guidance in Appendix 3:6 .)

For each new school placement (First / Primary, Middle and High / Secondary) the Admissions Authority for the school, taking into account the opinion of the head of the school, will be required to agree to the child being placed in the year below. Parents should bear in mind that the agreement to delay entry has been made with a specific educational setting. There is no guarantee that this decision will be honoured by other educational settings. The social, emotional and educational impact should be carefully considered.

Please be aware that even if delayed or accelerated entry is agreed, the normal admission arrangements apply and there is no guarantee of a place.

For children with SEND:

If your child is known to the Pre School Forum their specific learning needs will be considered prior to entry. Decisions will take into account the child's individual and specific needs; to ascertain the level of support they will require on entry into school.

The expectation of the SEND Code of Practice (2014) is that the majority of children with special educational needs and disabilities should be met within a mainstream setting. Where children have significant and complex needs the Pre School Forum will consider whether an Integrated Needs Assessment for an Education Health Care Plan is required. If the assessment process deems that the child needs specialist education provision parent/carers should be aware that special schools will generally NOT agree to place a child out of their chronological year group.

Please note: if the child attends an Early Years Provision outside of Worcestershire, the Nursery Education Funding will cease the term after they turn five. Parents will therefore be required to pay for any remaining Early Years educational sessions until their child starts school.

Meeting the Criteria for Delayed Entry into School

Does the child meet the following criteria for **summer born children**?

1. The child has a birthdate which falls within the summer term: 1st April to 31st August
2. The parents/carers have given careful consideration to the impact of delaying the child's entry into school

AND / OR

Does the **child with SEND** meet the following criteria (which are supported by the Pre-School Forum)?

1. The child has exceptionally delayed development and cannot productively engage in group learning tasks and present teachers with severe difficulties in curriculum differentiation
2. Is the child very delayed emotionally and cannot make adequate relationships with their peer group and is at risk of isolation?
3. There is a reasonable expectation that the child will catch up developmentally with their peers during the delayed year.

Process for applying for Delayed Entry into School

Parent/carers can request that their child enter the reception class in the September after their fifth birthday, effectively in the year group below their chronological age group, this is known as **delayed entry**.

Parent/carers should discuss their request with the head teacher of the school that they wish to apply for, in the first instance. The head teacher of the school must make the decision based on the circumstances of each case and in the best interests of the child concerned.

In the case of a Community or Voluntary Controlled School the Local Authority will request the head teacher of the school to take account of the following areas when making a decision as to whether or not it is appropriate for the individual child to delay their entry into school and be taught permanently behind their chronological age group.

- the parent's views;
- information about the child's academic, social and emotional development;
- where relevant, their medical history and the views of a medical professional;
- whether they have previously been educated out of their normal age group;
- whether they may naturally have fallen into a lower age group had they not been born prematurely; and / or
 - where relevant evidence from specialist (SEND) agencies supporting the child.

Please note that **Academies, Free Schools, Voluntary Aided Schools** are required to comply with the legislation when determining their own admissions processes.

This process must be completed in advance of the closing date of 15th January prior to the child's usual start date. For more information on the time frames please follow link:
<http://www.worcestershire.gov.uk/schooladmissions>

Delayed entry **agreed** by the Head Teacher and Schools Admissions Authority

The Delayed Transfer Recording Sheet (Appendix 1) is to be completed and copied to Babcock Schools Admissions, and parents are informed by the head teacher that the Delayed Transfer has been agreed.

Parent/carers will receive details of how to proceed with an application for the following year.
Contact: Babcock Schools Admissions Department on: 01905 678131 or via email:
Primeschooladmissions@babcockinternational.com

Delayed entry is **declined** by the Schools Admissions Authority and Head

Parent/carers will need to make an application in time for the chronological reception intake. Please refer to the Information for Parents Booklet:
http://www.worcestershire.gov.uk/downloads/download/577/school_admissions_booklet_and_guides

Appendix 3 – Reference Documents

1	School Admissions – Information for Parents Book	http://www.worcestershire.gov.uk/downloads/download/577/school_admissions_booklet_and_guides
2	WCC Education Inclusion Policy 2010	http://www.worcestershire.gov.uk/downloads/download/182/school_admissions_-_policies_and_appeals_information
3	DfE SEN Code of Practice (2015) – Schools and Early Years	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
4	WCC – Ordinarily Available in Early Years Settings	https://www.babcockprime.co.uk/improving-schools-and-settings/earlyyears/early-years-inclusion
5	WCC – The Local Offer in Worcestershire Schools – ‘Ordinarily Available Provision (2014)	https://res.cloudinary.com/lookinglocal/image/upload/CONTENTFLUE/worcestershirelocaloffer/Special_Educational_Needs_Ordinarily_Available%20school.pdf
6	DfE Advice on the admission of summer born children	https://www.gov.uk/government/publications/summer-born-children-schooladmission
7	Further advice and guidance on funding arrangements for Post 19 Education	http://www.worcestershire.gov.uk/downloads/download/182/school_admissions_-_policies_and_appeals_information