Admissions Policy

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: VICTORIA SIMMONS

2023-2025

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT** | **VICTORIA SIMMONS** |
| **DATE: March 2023** |
| **SIGNED:** VICTORIA SIMMONS | **ROLE: HEADTEACHER** |
| **TO BE REVIEWED:** | **March 2025** |

**OUR SCHOOL VISION**

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.      Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

**ETHOS**

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

**OUR SCHOOL VALUES**

**Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity**

**CURRICULUM MANDATE**

Our New Village curriculum will offer equitable opportunities for all pupils to access a curriculum that is rich in knowledge, experiences, understanding and language that represent the best of humankind.  Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing.  Through the curriculum, children are exposed to diversity through celebrating, studying and appreciating differences and similarities.  We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners.  Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge because we know ***what challenges us changes us***.

**ADMISSIONS POLICY**

**RATIONALE**

Learning happens best when ALL children are focused upon their learning and are able to concentrate and commit to thinking and learning. We want to ensure that every pupil wishing to join New Village has the chance to do this whilst fitting in with our existing pupils in a calm and positive manner. Where support is needed, we want to be able to provide the necessary support in order to develop the learning and support the learner; this may mean that there are times when admission is deferred until all necessary persons, systems and procedures are in place. We believe that a positive and productive admissions process needs to be tailored to meet the needs of the incoming child and the needs of the class that he/she will be joining. We recognize that moving schools can be a difficult time for child and base our policy on the following research based information:

### **IMPACT ON LEARNING AND ATTAINMENT**

* Each school teaches the National Curriculum in different ways and at different times of the year which means any move between schools could cause missed learning and lasting gaps.
* If a child has previously fallen behind academically, moving them to a different curriculum can overwhelm them or even cause them to fall further behind.
* Studies have also revealed that students are highly unlikely to ’make up’ for this knowledge gap because their knowledge deficiency increases every consecutive year.
* A study looking at maths and English achievement in primary school found a three to four-month lag effect for any child moving schools, this means a child is up to 4 months behind before they even start in the new school.
* It is estimated that up to two out of every five pupils fail to make expected progress during the year immediately following the change of schools so they are more likely to be ‘at risk’ of low attainment. The children are 35% more likely to miss key attainment at age expected. Put simply, it can put a child behind academically by up to 6 months.
* Study showed results at expected level:

English

* + Non movers = 75%
  + mobile = 59%

Maths

* + Non mover = 74%
  + mobile = 58%
* The attainment of mobile pupils is markedly lower than their peers, and lower still among pupils who make multiple in year moves. Only 27% of pupils who move schools more than once achieved 5 A\* to C grade GCSEs compared to the national average of 60%. So they are 3 times less likely to achieve.

### **IMPACT ON SELF ESTEEM AND MENTAL WELLBEING**

* Learning gaps not only make achievement in a new classroom more difficult, but can also reduce student motivation. Studies have shown that pupils who transfer are largely disengaged with little or no vested interest in the school or process
* Interaction with peers are extremely important. They leave a school where they know most of their classmates and begin over to establish new relationships with peers and school staff. The children must adjust to new classmates in a new social environment.
* Pupils may experience grief, a sense of loss and anxiety associated with the severing of significant relationships when they move. Mobile pupils are likely to have their sense of belonging, identity and authority compromised and undermined.Children who have made moves have expressed feelings of being an outsider and not fitting in.
* At all ages, each additional move is associated with small declines in social skills and emotional and behavioural problems.
* Research conducted by the University of Warwick involving 6500 children discovered a link between moving schools and “psychotic like symptoms”. They found that children who moved schools more than once before the age of 12 are 60% more likely to display psychotic symptoms like delusions, low self-esteem, sense of social defeat, feeling of exclusion and a risk of antisocial behaviour and friendship issues. This also led to them to be more prone to being involved in bullying.

**PURPOSE**

The Admissions Policy aims to provide a framework through which a careful and informed decision can be made as to the acceptance of pupils wishing to join the school

* Consider how effectively their individual needs can be met by the school and which resources the school may need to access to meet any identified needs
* Consider how the school can ensure the safety of the pupil, along with pupils already in school
* Consider which agencies the school may need to engage with before the pupil starts or as a result of him/her starting at New Village
* Consider which class teacher, supporting adults, peers would have the most positive impact on the pupil
* Consider the impact on existing pupils, their learning and the levels of support they receive
* Consider the context that will most effectively support the child in reaching their full potential

**ADMISSIONS**

Any placement within New Village will be as a result of careful consideration relating to what the individual child’s needs are and how effectively these needs can be met in the school – this includes the school’s ability to provide suitable and effective resources and supporting staff. Consideration is also given to the impact that the incoming pupil will have on the pupils already in the setting/class.

A decision will also be made as to the best setting to place the incoming child and the support that is required as a result along with how best the school can meet the child’s need and keep them safe. *A pupil may not be eligible for a place, this included if the circumstances of the year group have changed since it was the year of entry and admission of an additional child would ‘prejudice’ the provision of efficient education of the efficient use of resources’.*

All decisions are made by the Headteacher in consultation with the wider school staff and where necessary in consultation with the Governing Board and the Local Authority, after a face-to-face meeting with the parents/carers of the child and the child themselves. In accordance with DfErequirements *pupils may be admitted under the Fair Access Protocol outside of the normal admission arrangements -*  this would be via the Local Authority

For children wishing to join us in the Early Years Foundation Stage, a home visit will be carried out by the Foundation Stage staff. Notice of this will be given well in advance.

Where admission is accepted, the parents will be informed by the school and a start date given which will **be the beginning of the following term**.

*Education Act 1996, Part IV, Ch 1, Section 433*

*(1)Section 14 (which requires a local education authority to secure that sufficient schools for providing primary and secondary education are available for their area) shall not be construed as imposing any obligation on the proprietor of a school to admit children as pupils otherwise than at the beginning of a school term.*

*(2)Where, however, a child was prevented from entering a school at the beginning of a term—*

*(a)by his being ill or by other circumstances beyond his parent’s control, or*

*(b)by his parent’s having been then resident at a place from which the school was not accessible with reasonable facility,*

*the school’s proprietor is not entitled by virtue of subsection (1) to refuse to admit him as a pupil during the currency of the term.*

*(3)In cases where subsection (2) does not apply, the governing body of a school maintained by a local education authority shall comply with any general directions given by the authority as to the time of admission of children as pupils.*

[***F1***](http://www.legislation.gov.uk/ukpga/1996/56/section/433#commentary-c15250161)*(4). . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .*

*(5)Despite section 7 (duty of parent of child of compulsory school age to cause him to receive full-time education), a parent is not under a duty to cause a child to receive full-time education during any period during which, having regard to subsections (1) and (2), it is not practicable for the parent to arrange for him to be admitted as a pupil at a school.*

Where admission is refused, the parents will be informed by the school either verbally or in writing with a decision – advise may be sought by parents at that time. *If, following the consideration of an applicant from a Doncaster resident, an application is refused and the pupil does not currently have a place in a Doncaster school, a place will be offered at an alternative school in accordance with the LAs CAS.*

All persons have the right to appeal any decisions.

Our admission numbers are set at the beginning of each academic year. The school reserves the right to amend these in line with changes that may occur during the year.

#### **CHILDREN WHO HAVE BEEN PERMANENTLY EXCLUDED TWICE**

Where a child has been permanently excluded from two or more schools, you can still express a preference for a place at Bentley New Village, but the *requirement to comply with any preference is removed for a period of two years from the date on which the latest exclusion took place* ([section 87 of School Standards and Framework Act 1998](http://www.legislation.gov.uk/ukpga/1998/31/section/87)). This does not apply to:

* children with statements of special educational needs;
* children who were below compulsory school age when excluded;
* children who were reinstated following a permanent exclusion;
* children who would have been reinstated following a permanent exclusion had it been practicable to do so.

The Governing Body may refuse to admit a child who has been excluded from other schools twice,

Local authorities maintain responsibilty for providing suitable full-time education for these children from the 6th day of exclusion.

**OVER SUBSCRIPTION**

Where there is over subscription for school places, the following criteria will be taken into account in order to allocate places.

1. Looked After or previously Looked After Children
2. Catchment area
3. Siblings already in school
4. Proximity

The school does not operate a waiting list for places in Key Stage One or Key Stage Two but may operate a waiting list for places in EYFS

**START DATES**

Bentley New Village School accepts new pupils ***at the beginning*** of a term. Generally, it is unlikely that children being accepted into the school will start mid-term due to the impact that this has on the individual’s learning. Parents whose children are currently *not in education* and when this situation has not been influenced by inappropriate actions by parents, the school may consider an early start date then the beginning of the following term

Start dates will therefore be:

Autumn : September

Spring : January

Summer : after Easter break

The school reserves the right to impose a staggered induction period which may include part-days or shortened days, if this is in the best interests of the pupil and the school. Parents’ support in this approach will be secured and the process will be collaborative agreement between the school and the family

**CHILDREN WITH ADDITIONAL NEEDS**

Children who have been receiving support for additional needs – either medical, physical, behavioural or learning – will be required to provide evidence of the nature of their needs. This is to allow school to make an informed decision as to the nature of support required and how best the school is able to meet such needs.

Additional evidence from outside agencies and previous schools will also be required or the Headteacher, or her representative, who may wish to speak to/meet member from other professional organisations to support the final decision made. The school may choose to carry out meetings/liaisons with the pupil’s current school and carryout observations in the school and/or home setting. This is to better establish need.

Where the LA requests a temporary placement for a pupil they are wishing to make an assessment against for placement suitability, the school will always seek additional information, may wish to see the pupil in his/her currently setting and will consider the impact on the current pupils on role. If the school and its Governor’s feel that the impact on the current pupils would be negative and significant they will refuse the LA request and appeal any decisions made to the contrary.

The school may seek additional funding to meet the demands of the request.

**TRANSITION PERIODS**

When required, a transition period may be introduced. This will be the decision of the Headteacher and in collaboration with the Senior Leadership team, and will be based on how best to establish a smooth move from one setting to another. Transition periods and strategies will vary according to the individual needs of the pupil. All stakeholders will be involved in creating the transition plan.

Children beginning in nursery will have an induction period that is suited to their individual needs and communicated by the school in writing.

**SEND TRANSITION PERIODS**

Transition between Primary Settings for pupils with SEND or identified additional need will include an initial discussion with the Headteacher and related primary school(s). It may also include a meeting/professional conversation between SENDCos and other relevant agencies in order to establish a true and accurate picture of need

Transition meetings will be organised dependant on child’s needs and the transition period will be bespoke to the individual and their specific needs

**ATTENDANCE**

All families wishing to join New Village are expected to provide evidence relating to previous attendance (at last school, or a number of previous schools). The child’s previous attendance will be considered and the school’s capacity to support their future good attendance will be a serious consideration. Non, or poor, attendance is a safeguarding issue that the school and its stakeholders take seriously. The school may choose to hold an additional meeting to discuss attendance and to enter into a home/school attendance agreement before admittance and will always take action when attendance falls below 97%

If families wish to provide evidence to explain past attendance figures/data then the school will accept these and take such evidence into consideration.

**HOME-SCHOOL AGREEMENT**

During the face-to-face meeting, the Parent-School Code of Conduct will be signposted to families wishing to join the school are clear of the roles of all stakeholders – including their own.

Admissions into New Village will be refused should families not wish to engage with, or adhere to, the school’s Parent-School Code of Conduct. A parents’ wish and ability to work with the school is paramount for a successful pupil placement.

**POLICIES**

Families wishing to join New Village will be made aware of any relevant or essential policies and directed to them – this may be via the school’s website or through a paper copy.

Families and pupils are accepted to read and recognise the school’s policies and adhere to them as best they are able.