



# **ADMISSIONS ARRANGEMENTS For ASSET Education Schools 2023-2024**

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# Admission Arrangements for 2023 - 2024

## 1. INTRODUCTION

ASSET Education schools follow the Admissions Code and the law relating to admissions. This accords with the Trust's funding agreement with the Department for Education and is based on the following advice from the Department for Education (DfE):

- [School Admissions Code 2021](#)
- [School Admission Appeals Code](#)

Local Governing Bodies consider annually whether arrangements are satisfactory, taking into account issues that have arisen throughout the last year, and any changes in accommodation. Should a Local Governing Body wish to suggest amendments to existing arrangements, they need to make recommendations to the ASSET Education board, which is the admission authority for all its schools.

All schools are required to follow the Trust Admissions Policy which should be clearly displayed on individual school websites. This replaces individual school admissions policies. For nursery admissions schools are required to follow a separate Asset Nursery Admissions Policy which again should be displayed on the schools' websites with application arrangements.

As part of the admission arrangements for each Academy/School, an admission number for each normal year of entry to the school, including reception, Year 7 and sixth form, will be determined. This is known as the Published Admission Number (PAN). Each Asset school and their published PAN is listed in **Appendix 1**.

## 2. ADMISSION TO PRIMARY SCHOOLS

Suffolk Local Authority (LA) currently co-ordinates the admission of Reception age students. Parents/Carers apply for a school place through the LA's admission process. The LA allocates places (following consultation with academies/schools) for students at the beginning of their education.

## 3. ADMISSION CRITERIA

Children who have an Education, Health and Care Plan (EHCP) that names an individual school within the trust will be admitted to that school.

In the event of a year group being oversubscribed, and after the admission of pupils with an EHCP where the school is named, priority for admission to individual schools within the trust will be given to those children who meet the criteria set out below, in order:-

A. Children in care (looked after children) and children who were previously in care (children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order, immediately following having been in care, including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted).

B. Siblings (see definition in section 4) of pupils who are already at the school or who have already been offered a place, and who will still be there at the time of admission. Priority will be given, where necessary, to applications where there is the smallest age gap.

C. Children who are **ordinarily resident** in the catchment area. Children who live nearest to the school. We will measure the distance by a straight line ('as the crow flies'). All straight line distances are calculated electronically by the local authority (LA) using data provided jointly by the Post Office and Ordnance Survey. The data plots the coordinates of each property and provides the address-point between which straight line distance is measured and reported to three decimal places. Where there is more than one home within a single building (for example apartments) we will measure to a single point within that building irrespective of where those homes are located.

D. Children who live outside the school's catchment area. Children who live nearest to the school. We will measure the distance by a straight line ('as the crow flies') as shown in criterion C.

### **TIE BREAKER**

In the unlikely event that two applicants competing for a single place at a school live the same distance from the school, the place will be offered to one applicant on the basis of lots drawn by an officer of Suffolk County Council not involved with admissions.

### **CHALLENGING BEHAVIOUR**

We will not refuse to admit a child on behavioural grounds in the normal admissions round or at any point in the normal year of entry. We may refuse admission in certain cases where the specific criteria listed in the School Admissions Code (paragraph 3.8) apply, i.e. where section 87 of the School Standards and Framework Act 1998 is engaged.

We may refuse admission for an in-year applicant for a year group that isn't the normal point of entry, only in such a case that we have good reason to believe that the child may display challenging behaviour that may adversely affect the provision we can offer. In this case, we will refer these pupils to the Fair Access Protocol. We will not refuse admission on these grounds to looked after children, previously looked after children and children with EHC plans listing the school.

### **FAIR ACCESS PROTOCOL**

We participate in Suffolk's Fair Access Protocol. This helps ensure that all children, including those who are unplaced and vulnerable, or having difficulty in securing a school place in-year, get access to a school place as quickly as possible.

#### 4. DEFINITIONS FOR ADMISSION CRITERIA

##### ***Looked after children***

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see definition in Section 22(1) of the Children Act 1989).

##### ***Previously looked after children***

Previously looked after children includes children who were adopted under the Adoption Act 1976 (section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (section 46 adoption orders). Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

##### ***Children adopted from state care outside of England***

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society and ceased to be in state care as a result of being adopted.

##### ***Distance from School***

All straight line distances are calculated electronically by Suffolk County Council using data provided jointly by the Post Office and Ordnance Survey. The data plots the coordinates of each property and provides the address-point between which the straight line distance is measured and reported to three decimal places. Where there is more than one home within a single building (for example apartments) we will measure to a single point within that building irrespective of where those homes are located.

##### ***Future House Moves***

Places cannot be allocated on the basis of an intended future change of address, unless the new address has been confirmed by exchange of contracts and with confirmation of an anticipated completion date, for a house purchase or the signing of a formal lease agreement. The parent or carer will be expected to provide documentary evidence in support of any anticipated move date given.

#### **Children of UK Service Personnel and Crown Servants**

For families of UK service personnel with a confirmed posting, or crown servants returning from overseas, places will be offered in advance of the move provided the application is accompanied by:

- i. An official letter that declares a relocation date
- ii. Where the school has spaces available evidence of a future address will not be required. A Unit or quartering address can be used if requested for the purposes of oversubscription

##### ***Ordinarily resident***

Ordinarily resident: By ordinarily resident we mean the place where your child usually lives. We consider this to be where they sleep overnight. We may need proof of this address. If you use another address to

give the impression that your child lives at a different address to where they are ordinarily resident, such as a second home or a grandparent's address, so that you have a higher priority for a place at that school; we consider this to be a fraudulent application. Where a child lives at two or more addresses, each for part of the week, the address at which the child is ordinarily resident will be considered to be the address that the child lives at for most of the week (excluding weekends and school holidays). Separate evidence in writing from each parent must be provided to confirm the child's living arrangements at the time of application.

In cases where the child spends an equal proportion of the school week at two or more different addresses, evidence of which is to be considered the main contact address will be required to support the application. Agreement in writing by the parents/carers will be required to state which address is to be used as the ordinarily resident address. This address will then be used when processing all school preferences expressed. It is not acceptable to use one address for one school preference and another address for another school preference.

If we are aware of a parental dispute affecting the application, we may not be able to deal with the application as there must be agreement from both parties and you may need to seek independent legal advice in order to resolve the matter.

### ***Siblings***

Where the child has a sibling in the school or a sibling has already been offered a place at the school, and where the sibling will still be attending the school at the time of admission but not in a specialist unit. The term 'sibling' includes: natural, half, step, and adopted brothers and sisters; a child of the partner of the parent/carer; and children who are fostered into the family. In all these cases, the child and their sibling will both be living at the same address (that is where the child is ordinarily resident) in a single family unit. This means that children from different family units, where those separate families are living together at the same address, are not considered siblings under this criterion.

Sibling: where the child has a sibling in the school or a sibling has already been offered a place at the school and where the sibling will be attending the school at the time of admission but not in a specialist unit.

Priority will be given, where necessary, to applications where there is the smallest age gap.

The sibling criterion will also apply to applications to the paired infant and junior schools: Castle Hill Infant and Castle Hill Junior Schools, Ipswich.

At Castle Hill they will treat applicants as siblings when:

- The older child is already attending the junior school or will be offered a junior school place in the normal year of entry
- The younger child is about to start in the Reception year group in the infant school and the older child is due to transfer to the paired junior school. They will treat both applicants as siblings.
- A younger child is already attending or has been offered a place at the paired infant school and an older child applies for a place at the paired junior school

### **Twins, triplets and other multiple births**

If the final place available at a school is offered to a twin, triplet or other multiple birth and the remaining sibling/s would ordinarily be refused, ASSET Education will offer places to the remaining sibling/s at the

same school. The law requires that this will apply even in those primary schools where this would mean that more than 30 pupils would be admitted to an infant class. Where a sibling of a twin, triplet or other multiple birth has a school named on their EHC plan, ASSET Ed will from the date of issue of the EHC plan treat their twin, triplets or other multiple births under the sibling oversubscription criterion for the named school. This does not apply to siblings of children in a specialist unit or a specialist resource base for Hearing Impaired provision or a nursery, because they do not meet the sibling definition in the oversubscription criteria.

### ***Waiting lists***

If you apply for a school place in the normal year of entry and are refused, your child's name will automatically be placed on the waiting list for that school. Names are placed on the waiting list in the priority order set out in our admissions oversubscription criteria.

The order of children does not remain static - as circumstances change a child's place on the waiting list can go up or down, for example due to withdrawals or additional applications. If you change your address while your child is on a waiting list you must let us know. Please be aware that this may change your child's position on the waiting list, particularly if you move into or out of the school's catchment area. Written evidence of this will be required.

Having your child's name on a waiting list will not affect your right to appeal for any of the schools where you have been refused a place. Late applicants will be added to the waiting list in oversubscription priority order if their parental preference cannot be met.

If a place becomes available, we will offer it to a child on the waiting list in priority order. We do not offer places on the basis of the date on which names were placed on the list. The waiting lists will cease to operate on 31 December.

ASSET Education does not hold in-year applications on a waiting list.

## **5. IN-YEAR ADMISSION ARRANGEMENTS**

ASSET Education, as the Admitting Authority, is responsible for in-year admission arrangements. This responsibility is devolved to the local governing body of each school within the trust, and carried out in partnership with Suffolk LA. Parents who wish to transfer their child during the course of a school year will be advised to contact the School Secretary or Admissions Officer to obtain an in-year admissions form.

The School will, upon allocation of a school place to a pupil transferring in-year, notify the LA of the proposed admission to enable the LA to keep up-to-date figures on the availability of places.

## **6. ADMISSION OF CHILDREN OUTSIDE THEIR NORMAL AGE GROUP**

It is expected that children will normally be educated within their chronological year group. However,

when requested to do so by the parent, the admission authority, the Trust, will make decisions on the basis of the circumstances of each case and in the best interests of the child concerned in line with the School Admissions Code (September 2021).

A CAF1 application form must be sent to the Local Authority along with the Trust decision letter and other relevant evidence. Even if the request is agreed there is no guarantee there will be a place available.

Under exceptional circumstances parents/carers applying for a Reception place are able to request delayed entry into full-time education for their summer born child (April-August). See **Appendix 2** for specific guidance on this.

## **7. CATCHMENT AREA**

Catchment area maps are available online at: [www.suffolk.gov.uk/catchmentmaps](http://www.suffolk.gov.uk/catchmentmaps). If you live near to a boundary line on the map please check your address against the catchment area and/or street lists at: [www.suffolk.gov.uk/admissions](http://www.suffolk.gov.uk/admissions). You can also obtain a copy of the map or list from the Admissions Team on 0345 600 0981 (local rate).

## **8. NURSERY ADMISSIONS**

Pre-statutory school age admissions are outlined in the separate Asset Nursery Admissions Policy. The Local Governing Body of each school within the trust will annually review arrangements to ensure the admission criteria is clear and fair. Should a Local Governing Body wish to suggest amendments to existing arrangements, they need to make recommendations to the ASSET Education board, which is the admission authority for all its schools. Nursery application arrangements can be found on the individual school websites.

## **9. ADMISSION APPEALS**

As part of the funding agreements, ASSET Education is required to comply with the School Admissions Appeals Code. All Admission appeals should be referred to the Suffolk County Council School Admissions Appeals team, and appeal hearings will be organised where appropriate. All letters refusing admission will give details of how to appeal the decision.

## **10. REVIEW**

This policy is reviewed annually. Appendix 1 is updated as often as is necessary, outside of the annual policy review cycle, to allow for the inclusion of any new schools joining the trust.

## Appendix 1

Pupil Admission Numbers for our schools (PAN):

School	PAN
Bungay Primary School	45
Castle Hill Infants School	90
Castle Hill Junior School	90
Cliff Lane Primary School	60
Edgar Sewter Community Primary School	60
Holton St Peter Community Primary School	15
Ilketshall St Lawrence School	15
Ringshall School	30
St Helen's Primary School	60
Shotley Community Primary School	28
Stutton Church of England Primary School	13
The Beeches Community Primary School	60
The Oaks Primary School	60
Wenhaston Primary School	15

January 2022



## **Appendix 2: Our Admissions Guidance for Summer Born Children and Delayed**

### **Entry Applicable to children born between April 1st and August 31st**

All our schools provide for the admission for all children in the September following their fourth birthday and the vast majority of our children complete a full year in Reception, starting full-time from the September after they turn four. However, as a summer born child does not reach compulsory school age until 31st August, parents/carers are not obligated to send their child to school until the September following their fifth birthday. In a very small number of cases, in exceptional circumstances, we are able to consider parental requests to delay their child's admission into Reception until the September when they turn five (delayed entry). We will consider this on a case by case basis and always and only if it is in the child's best interest; we outline the process below. Additionally, there are various implications that should be taken into account and these are listed for careful consideration.

The process:

1. If parents/carers would like a school to consider delayed entry for their child, they are required to contact the school to arrange a meeting by the end of the autumn term after the child turns three.
2. Parents will be asked to complete a form providing specific reasons with supporting evidence as to why delaying is in the child's best interests, socially, emotionally and academically.
3. If the school is prepared to consider a delayed start, parents/carers will receive confirmation of this in writing, stating that, if the parents/carers apply one year later via the normal admissions process, the school will admit the child into Reception (see point 1 below). Furthermore, if one ASSET school is able to agree to the request, this will mean that the request will be honoured in our other schools across the trust.

#### Considerations and Implications

- There is no guarantee of a place into Reception the following year as the application will be subject to the normal admissions process and allocations. Deferment due to a summer birth date is not given priority over other applications. Please see our admissions arrangements which outline criteria for allocations.
- We recommend that parents/carers similarly approach other schools that they will be putting as preferences in an application to admissions, as if a child is not offered a place due to the usual admissions criteria, the second and third choice schools will also need to have agreed to the request for a delayed entry place into Reception.
- If parents/carers reconsider during the child's fourth year and wish their child to start in-year in Reception or go straight into Year 1 in the autumn term after they turn 5, it is important to understand that applications will go through the 'in-year admissions' process and no guarantee of a place can be made.
- We strongly recommend that an application is always made in the usual way regardless of agreements with schools (ie in the January when the child is three) as this allows time for reconsideration by the parents/carers, for example if the child's development in the second half of their third year significantly accelerates or the family's circumstances change.