

STANNINGTON INFANT SCHOOL

Policy for Admissions

Agreed by Governors 6.2.18

Next Review March 2019





Stannington Infant School Policy for Admissions

Stannington Infant School Vision:

- ➊ To encourage a caring and positive attitude amongst the children towards all others and their environment.
- ➋ To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- ➌ To provide an inclusive, safe, secure, healthy and happy environment.

Introduction

Our governing board applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This was later revised in the Education Act of 2002. Our Admissions policy conforms to the regulations that are set out in that Act and are further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice. These were revised in January 2003 and came into force September 2004.

Aims

We seek to be an inclusive school, welcoming children from all backgrounds and abilities.

All applications will be treated on merit, and in a sensitive manner. Children are admitted to school in accordance with the LA admission Policy and with due regard to the LA and Stannington Infant equal Opportunities Policy

The only restriction we place on entry is that of number. If the number of children applying for entry exceeds the places available, we adopt the procedure set out below to determine whether a child is to be accepted or not. It is our wish for parents to find a place for their child at the school of their choice. However, this is not always possible, due to excess demand on the places available.

A child's level of ability is irrelevant to this school's admissions policy, as are any special needs the child may have.

How parents can apply for their child to be admitted to our school

Our school is a community school, and it determines the admission arrangements in agreement with the LA. The Admissions Authority for our school is therefore the LA, which publishes its entry regulations every year. Parents can receive a copy of these regulations directly from the LA.

The LA's annual admissions prospectus informs parents how to apply for a place at the school of their choice. Parents have a right to express their preference, but this does not, in itself, guarantee a place at that particular school. Application should be made on a form that can be obtained from the local Education Department or online at www.sheffield.gov.uk/education/information-for-parentscarers/pupil-admissions/primary-school/primary-application-forms.html, and should be returned by the date stipulated on that form. The school will notify parents of the decision as soon as all the applications have been considered.

In this area, children enter school in the academic year in which they become five. From September 2011, all parents now have the choice whether their child starts school in September, January or April depending on their date of birth. Those children who will be 5 years old between September and February automatically start in September but children born between March and August will have a choice when their child starts, whether it is September, January or for April to August birthdays, April. Therefore, parents who would like their child to be admitted to this school during the year their child is five should ensure that they return the necessary application form by early December (for online applications) and paper copies of the form must be returned by 15 January to the Admissions Team, Children's Commissioning, Children, Young People and Families, 3rd Floor, Howden House, 1 Union Street, Sheffield S1 2SH.

Compulsory school age remains the same – children must start the term after their fifth birthday. If parents/ carers defer entry until year 1 the place must be reapplied for through the LA. Allocation would then be subject to availability of places at the receiving school and dependent on the schools' admission limit

Each parent/ carer will need to consider their child's 'readiness for school' before deciding when to start. This will depend on both the age and stage of development of individual children. Each child's independence is an important consideration; for example can your child dress and undress themselves, go to the toilet independently etc.

At Stannington Infant school in Foundation Stage we offer part time schooling as five mornings or full time places. Part time schooling should be discussed with the school and is dependent on a child's date of birth. A full time place cannot be split between a school and an early years provider.

Admission Appeals

If we do not offer a child a place at this school, this will be because to do so would prejudice the education of other children by allowing the number of children in the school to increase too much.

If parents wish to appeal against a decision to refuse entry, they can do so by applying to the LA. An independent panel considers all such appeals, and its decision is binding for all parties concerned. If the appeals panel decides that we should admit a child to whom we had refused a place, then we will accept this decision and continue to do all we can to provide the best education for all the children at our school. (Further details of appeal arrangements are set out in the revised Code of Practice on School Admissions Appeals, which came into force in September 2004.)

4.3 Following a national consultation the Department has published a revised School Admissions and Appeals Code, to remove duplication and over-prescription and make it simpler, fairer and more transparent. The Codes came into force on 1 February 2012. The provisions in the School Admissions Code take full effect on admissions arrangements being locally determined for the pupil intake of the 2013/14 academic year and thereafter. However, all appeals lodged on or after 1 February 2012 will be dealt with under the provisions in the Appeals Regulations 2012 and the School Admission Appeals Code.

The Standard Number

The 'standard number' is the number of children the LA considers the school can accommodate. The standard number for our school is 180. We keep this number under review, and the governors will apply to change the number if circumstances change.

Sizes of Classes for infants

We teach infant children (aged five to seven) in classes that have a maximum number of 30 children. We have 60 children in one year group (2 classes with 30 children each).

Transition into School

Before children start school at Stannington Infants their parents will have been made welcome into the school to meet their child's Teacher, Teaching Assistants and the Headteacher. On these occasions information will be given as to what parents can expect to happen when their child starts school, eg routines, lunchtimes and class organization. Each child will be given a booklet explaining the daily routine. There will also be the opportunity for parents to visit their child's new classroom and discuss with staff any problems or queries they may have.

At this meeting arrangements will be made to make home visits to each child immediately prior to his/her first day in school and parents will be notified of the starting date for their child. Once children are settled into school a meeting is held giving further information about the curriculum and ideas for helping children to reinforce any Learning at home.

We aim to work closely with our local pre-school settings, to ensure the transition into school is smooth and trouble free. If three or more children attend a particular playgroup or nursery then the Foundation Stage Teacher(s) and Teaching Assistant will visit there in the term prior to entry to school. The children are also invited into school during that term accompanied by either parent/carer, pre-school LAder or a member of nursery staff for two visits. A transition document summarizing progress in these Foundation 1 settings is shared with parents and given to school staff.

Children are admitted to school over a staggered period, the length of that period depending on the number being admitted. We feel that by admitting pupils into school in small groups we are more able to spend time helping them to adjust to a new classroom situation and we aim to introduce new experiences gradually. Each child attends for two mornings, followed by a morning with lunch and then full days. The home visit will take place immediately before the child starts school.

We encourage parents to let us know of any circumstances which may affect their child at school, eg allergies, speech, hearing problems, family circumstances etc with the assurance that all personal information is kept strictly confidential.

We hope that by introducing children to school life in these ways we are giving them the most positive and supportive start that we can. Throughout this period we encourage parents to have an open dialogue with all those involved in their child's education and thereby establish the partnership essential to maximize every child's school experience.

Parents and carers are particularly appreciative of the very effective induction arrangements and confirm that their children settle quickly in this engaging environment. They typically comment "my children have had the best start I could possibly wish for" (Ofsted 2009)

For further details regarding admission into school please refer to the LA brochure 'A Guide for Parents'. May we remind you that it is the LA that is the admitting authority and not the school.

Monitoring and Review

This policy will be monitored by the governing board and reviewed every two years, or earlier in the light of any changed circumstances, either in our school or in the local area. The policy will always take due note of guidance provided by the local Admissions Forum.

Agreed 6.2.18

Next review March 2018

