



Admissions Policy

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Admissions Arrangements for Craven Primary Academy 2022-2023

Admission Arrangements

The admission arrangements set out how many children the schools will admit and how they will decide which applicants will qualify for places if the number of applications is more than the number of places available. The admissions policy follows that set out by Hull Local Authority.

These admission arrangements are detailed below:

Applications for pupils having statements of special educational needs will be dealt with in accordance with the Code of Practice on Special Educational Needs. Where a school is named in a child's statement the governing body are required to admit the pupil. After the allocation of statemented pupils (with an EHCP), where the number of applications is greater than the remaining places the following criteria will be applied in the order set out below

- 1. Looked after children at the time when preferences are expressed and who are still in public care at the time of their admission to school, and those who have been previously looked after, (see note i below), ^[1]_{SEP}**
- 2. Significant medical factors or exceptional family circumstances.(see note (ii) below) ^[1]_{SEP}**
- 3. Being resident in the catchment area of the school.(See note(iii)below). ^[1]_{SEP}**

- 4. Having a brother or sister who will be attending the school at the expected time of admission. (see note (iv) below)** ^[L]_[SEP]
- 5. Geographical, with priority being given to those living nearest to the school (see notes and (v) below)** ^[L]_[SEP]

Criteria 4 and 5 are used as a tie-breaker for other criteria. If the school is oversubscribed from within its catchment area after the allocation of statemented and children under criteria 1 and 2, then the brothers/sisters and geographical criteria are used in that order as tie-breakers.

Notes

(i) The highest priority must be given to looked after children and children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order³ or special guardianship order⁴). Further references to previously looked after children in the Code means children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after.

1 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 the definition in section 22(1) of the Children Act 1989). ^[L]_[SEP]

2 Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders). ^[L]_[SEP]

3 Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live. ^[L]_[SEP]

4 See section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order

(ii) Significant medical needs must be supported at the time of application by a letter from a GP, hospital consultant or other medical professional indicating how a pupil's medical condition relates to the school preference. Exceptional family circumstances must be supported at the time of application by a letter from a supporting agency (e.g. Social Worker or Family Support Worker) indicating how the circumstances relate to the school preference. These applications will be given consideration under a review procedure in advance of school allocations being completed.

(iii) Residence is defined as the normal family address where the child resides. The qualification date is the closing date for applications under the co-ordinated admissions scheme. (Where families change normal address after the closing date but before the allocation process has finished this can be considered under the review procedure).

Where parents live at separate addresses and have joint custody, the address used will be the one where the child spends the main part of the school week (i.e. Sunday night to Thursday night inclusive). Childcare arrangements involving relatives' addresses do not qualify as normal family addresses for this purpose unless there is a court Residence Order in place.

(iv) Brothers and sisters include children with the same natural parents living at the same address children with the same natural parents living at different addresses (eg due to separation of natural parents) half-brothers/ sisters living at

the same address step – brothers/sisters living at the same address - children living as part of the same family unit with their parents/guardians at the same address.

(v) The measurement of distance is the shortest available safe route for pedestrians along footpaths, using footpaths alongside roads marked on the current street map of the City. Front entrance of home property (residence) to main entrance of school site is used. The Authority will use Route finder, a computer mapping system, to make measurements.

In Year Fair Access

This refers to the council's duty to ensure that access to education is secured quickly for children who have no school place and those with challenging behaviour are offered a place at a suitable school as quickly as possible.

The council accordingly has a protocol detailing arrangements for the placement of pupils who may be hard to place due to a history of challenging or disruptive behaviour, to other vulnerable pupils who may be at risk of being out of school for periods of longer than 15 days and those pupils who may require a managed move transfer to a new school for the purpose of making a fresh start.

Pupils moving into the area during the academic year

Parents / carers moving into Hull during the academic year should complete and In Year Transfer Form. This will allow parents to express up to three preferences, in rank order, for a place at a school and give reasons for their preferences.

The completed form should be sent to the Admissions Team, 2nd Floor Treasury Building, Guildhall Road, Hull HU1 2AB.

The appropriate admissions authority for the schools requested will then consider your request. If a place can be allocated at one school then named on the In Year Transfer Form then the admissions team will allocate a place. Where a place can be allocated at more than one school the admissions team will allocate a place at the school ranked highest on the form. If a place cannot be allocated at any of the named schools, your child will be allocated a place at the nearest school with a place available.

Any parent refused a place will be offered their right to appeal against the decision to an independent appeals panel. This is likely to occur when the year group is full.

Published admission numbers

	PAN (after consultation)
Craven Primary School	30

Catchment area



Craven Primary Academy is located to the east of the centre of Hull. The Craven catchment covers the first part of Newbridge Road and the adjacent streets (Victor Street, Arundel close etc) and continues to Holderness Road. On the map above, the Craven catchment area is dark blue to the right of the large orange section. For a larger more detailed map please see

<http://www.hull.gov.uk/education-and-schools/schools/primary-school-allocation-arrangements-2019-2020>

How do I apply for my child to attend Craven?

FS1

- Parent fills out an application form in school.
- Pupil put onto sims pre admission group, contacted prior admission to begin the admission process.

FS2

- Parent will have filled out a request for a school place form sent from admissions department.
- These places are allocated at admissions who e-mail us with a list of names.

Y1 - Y6

- Parents requesting a transfer from another school are advised to telephone admissions as they will send out the appropriate transfer request form to them.
- Once we hear from admissions (this is usually within a few days and only if we have a space) we will begin the admission process.

Admission Process

When a pupil starts at Craven Primary Academy, the school follows a rigorous process to ensure that the child receives a smooth transition. This process is outlined below.

Prior to the child starting, staff gather information about the child. This is done through conversations with the previous setting, if the child is transferring from another primary school. It also involves speaking to parents/carers and talking to the child. These conversations may be carried out by a member of the admin team, the class teacher or a member of the leadership team. The information that the school gather may include but is not limited to the following:

- current academic attainment
- attendance at previous setting
- safeguarding information
- family dynamics and parental responsibility
- medical and dietary needs
- SEND needs or concerns

The staff will then use the information gathered to prepare for the child starting at school. Once any relevant arrangements have been made, a start date will be agreed and shared.

Before the child begins school, parents or carers and the child will have the opportunity to have an orientation of the site and to meet key members of staff. Parents or carers will be invited to complete a questionnaire about their

experience so far, in order for the leadership team to continuously evaluate the admission process.

When the child has started at Craven Primary Academy, follow up work by the class teacher begins. This involves a range of assessments being carried out within the first three weeks. The assessments include academic assessments, a physical needs assessment, a social emotional and mental health assessment and a communication and interaction assessment. Within the first six weeks, the class teacher will have gained a good understanding of the child and must share any concerns with relevant members of staff such as the SENCo or the safeguarding team and will discuss any concerns with parents/carers.

The admission process for a child with an identified SEND need is outlined in our SEND Policy.

Appendices

Appendix A: Admission checklist

Appendix A



New starters Checklist

	Checklist:	Completed	Not applicable	Date complete	Staff member
Prior to start:	Conversation with previous setting (see section 1)				
	Conversation with parents (see section 2)				
	Conversation with child (see section 3)				
	Meet with leadership to agree additional resources/start date based on transition arrangements and share with relevant staff and parents (see section 4)				
	Orientation/induction morning (section 5)				
	Follow up (section 6)				

Section 1:

	<u>Conversation with previous setting carried out by admin or class teacher:</u>	<u>Notes:</u>
Prior to start:	Current academic attainment	
	Attendance at previous setting and any concerns around this	
	Safeguarding information and concerns	
	Family dynamics and parental responsibility	
	Request for information to be transferred via CPOMs	
	Medical needs	
	Dietary needs	
	Discuss English as an additional language Identify if a translator required	

	SEND Needs (see appendix 1)	
	SEND concerns regarding learning and cognition (see appendix 1)	
	SEND concerns regarding communication and interaction (see appendix 1)	
	SEND concerns regarding social, emotional and mental health (see appendix 1)	
	SEND concerns regarding sensory and physical (see appendix 1)	
	Names and contact details for any professionals involved	
	Any transition arrangements required	
	Request any relevant paperwork	
	Request exercise books/evidence of work	

Section 2:

Prior to start:	<u>Conversation with parents carried out by admin or class teacher:</u>	<u>Notes:</u>
	Attendance information and any barriers	
	Medical needs	
	Dietary needs	
	SEND concerns regarding learning and cognition (see appendix 2)	
	SEND concerns regarding communication and interaction (see appendix 2)	

	SEND concerns regarding social, emotional and mental health (see appendix 2)	
	SEND concerns regarding sensory and physical (see appendix 2)	
	Any transition arrangements required	

Section 3:

Prior to start:	<u>Conversation with child carried out by admin or class teacher:</u>	<u>Notes:</u>
	Likes and dislikes	
	Things the child is good at	
	Things that the child wants to get better at	
	Things that help the child	
	Any things that will help with transition	

Section 4:

Prior to start:	<u>Key dates to agree carried out by admin or class teacher:</u>	<u>Date agreed:</u>
	Discuss start dates and any actions needed before child starts with leadership	
	Parents/carers informed of key dates - Start date including orientation for parents and child	

Section 5:

Day one of school:	<u>Induction carried out by admin or leadership:</u>	Date completed:
	Orientation of site and meeting key members of staff with child and parents	
	Parent voice questionnaire complete	

Section 6:

In the first three weeks:	<u>Follow up carried out by class teacher</u>	Date completed:
	Academic assessments	
	Physical needs assessment	
	Social, emotional and mental health assessment	
	Communication and interaction assessment	
After the first 6 weeks:	Any concerns raised with SENCO or safeguarding team	
	Share information with parents and discuss any concerns/next steps	