



Beaufort Primary School



Admissions Policy 2019-20

Introduction

At Beaufort Primary School, we seek to inspire, motivate and nurture our whole school community to aspire, believe and achieve. We value each child as an individual and provide an effective learning environment which both supports and challenges every child to fulfil their potential. It is essential to us that parents and children selecting Beaufort come to us with a clear idea of our ethos, our values and our expectations.

Published admission numbers for reception

The published admission number for Beaufort Primary School is 60.

Application Procedure

All Academies operate individual admissions policies within a national framework. Consequently parents should read this Admissions Policy within the context of the current Surrey Local Authority Admissions guidance. Applicants may choose to seek places outside of their child's chronological year group. Decisions will be made on the basis of the circumstances of each case. Applicants must state clearly why they feel admission to a different year group is in the child's best interest and provide evidence to support this. More information on educating children out of their chronological year group is available at www.surreycc.gov.uk/admissions

All applicants for a Reception place at the normal intake time are required to complete their Local Authority (LA) Application Form which must be returned to the address on the form by the closing date as stated by Surrey County Council. All children whose date of birth falls between 1 September 2014 and 31 August 2015 will be eligible to apply for a full time place in Reception for September 2019. We encourage *all* children to start full time in September, however applicants may arrange for their child to start part time until their child reaches statutory school age. Applicants **can** defer their child's entry to Reception until later in the school year, but this will not be agreed beyond the beginning of the term after the child's fifth birthday, nor beyond **the beginning of the final term of the academic year** for which the offer was made.

Applicants under priority four should also complete an additional form available from the school.

Statements of Special Educational Need

The admission of a student with a Statement of Special Educational Need or EHCP will be administered through Surrey Local Authority in accordance with the requirements of the Education Act 1966 Section 324(5)(b) and Schedule 27 3 (3) and 3 (4) and the SEN Code of Practice (8:80-86 and 8:125-134).

Children with a statement of special educational needs or EHCP that names Beaufort school will be allocated a place before other children are considered, this will reduce the number of other places available.

Applications for entry in 2019-20 will be ranked in the following order:

First priority: Looked after and previously looked after children

Looked after children and previously looked after children will be considered to be:

- children who are registered as being in the care of a local authority **or provided with accommodation by a local authority** in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home, at the time an application for a school is made; and
- children who have previously been in the care of a local authority **or provided with accommodation by a local authority** in accordance with Section 22 of the Children Act 1989(a) and who have left that care through adoption, a **child arrangements order** (in accordance with Section 8 of the Children Act 1989 **and as amended by the Children and Families Act 2014**) or special guardianship order (in accordance with Section 14A of the Children Act 1989).

Places will be allocated under this criterion when places are first offered at the school and the local authority may also ask the school to admit over our published admission number at other times under this criterion.

Second priority: Exceptional social/medical need

Occasionally there will be a very small number of children for whom exceptional social or medical circumstances will apply which will warrant a placement at a particular school. Supporting evidence from a professional is required such as a doctor and/or consultant for medical cases or a social worker, health visitor, housing officer, the police or probation officer for other social circumstances. This evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

Places may be allocated under this criterion when places are first offered at a school and the local authority may also ask schools to admit over their published admission number at other times under this criterion.

Third priority: Children who will have a sibling at the school at the time of the child's admission

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, living as part of the same family unit at the same address.

A child will be given sibling priority if they have a sibling at the school concerned at the time of the child's admission. For the initial intake to the school a child will be given priority for admission only if their sibling will still be at the school in September 2019.

Fourth priority: Child of a permanent member of staff

Children applying under this priority need to complete an additional form. This priority will apply to a child of a member of staff who has a permanent contract with the school and has been employed by the school for no less than 2 years at the time of application.

Fifth priority: Children for whom the school is the nearest to their home address

The nearest school is defined as the school closest to the home address with a published admission number for pupils of the appropriate age-range, as measured by a straight line and which admits local children. The nearest school may be inside or outside the county boundary.

Sixth priority: Any Other Applicants.

Tie Breaker

If within any criteria there are more applicants than places, priority will be provided to those living closest to the school. This will be assessed by the nearness to the school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System. The child's home address excludes any business, relative's or childminder's address and must be the child's normal place of residence. In the case of formal equal shared custody it will be up to the parent/carers to agree which address to use. In other cases it is where the child spends most of the time. We will not generally accept a temporary address if the main carer of the child still possesses a property that has previously been used as a home address, nor will we accept a temporary address if we believe it has been used solely or mainly to obtain a school place when an alternative address is still available to that child. All distances will be measured by the computerised Geographical Information System maintained by Surrey's admissions team. The address to be used for the initial allocation of places to Reception will be the child's address at the closing date for application. Changes of address may be considered if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date. Applicants have a responsibility to notify Surrey County Council of any change of address. Where two or more children share a priority for a place, e.g. where two children live equidistant from a school, lots will be drawn to determine which child should be given priority.

Multiple Birth Children

Where a twin or child from a multiple birth is admitted then any further twin or child of the same multiple birth, ranked consecutively in line with the oversubscription criteria, will be admitted, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

Waiting Lists

Late applicants will only be considered after the applicants who met the deadline have been offered places.

Unsuccessful applicants can ask for their child's name to be placed on the school's waiting lists. From this point, the school will apply its in-year admissions policy.

For further details regarding applications, processing, offers, late applications, post-offer and waiting lists, see

<http://new.surreycc.gov.uk/schools-and-learning/schools/school-admissions>

Partnership with Parents

At Beaufort, we recognise that it is only by working effectively in partnership with parents that we can help each child to be the very best they can be. Parents and their children are strongly encouraged to visit the school and meet the Headteacher before applying. This offers the family a chance to ensure that the aims, values and ethos of the school are suitable for their child.

Home-School Agreement

We ask that parents of incoming children read and agree to the conditions of our home-school agreement before their child starts school at Beaufort. This includes an agreement on the part of parents to maintain high levels of punctuality and attendance, to ensure that their child arrives at school properly equipped and ready to learn and a commitment to maintain positive communication with the school on all matters concerning the child, supporting and working with us to develop each child's personal, social and emotional aspects of learning as well as more academic elements.

This policy is reviewed annually by the Children and Learning Committee