ADMISSIONS ARRANGEMENTS
FOR
COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS
IN PETERBOROUGH FOR
ADMISSION IN 2020 - 21

AND LOCALLY AGREED PROTOCOLS AND DEFINITIONS

CONSULTATION DOCUMENT
1. INTRODUCTION

1.1 The Local Authority (LA), as the admission authority for community and voluntary controlled schools in the Peterborough City Council relevant area, is responsible for ensuring that when changes were proposed to these arrangements they are subject to consultation for a period of six weeks which must start no earlier than 1 October and be completed by 31st January in the determination year.

1.2 Changes are being proposed for September 2020 as a result of the following:

- issues that have arisen throughout the last year with regard to the administration of applications;
- changes in the accommodation and organisation of certain schools;
- legislative changes; and
- as the result of a determination made by the Office of the Schools’ Adjudicator.

1.3 This document details the proposed arrangements for the 2020/21 academic year.

2. PUBLISHED ADMISSION NUMBERS & CATCHMENT AREAS

2.1 As part of the admission arrangements for a school, the admission authority must set an admission number for the “relevant age group” i.e. the age group at which pupils are, or will normally be admitted to the school e.g. Reception, or Year 7. This is known as the Published Admission Number (PAN).

2.2 The School Admissions Code (2014) states that admission authorities are not required to consult on any proposals to increase a school’s PAN. However, the PAN for a school should have regard to the capacity of the school.

2.3 Changes to the PAN at schools for which the LA is the admission authority are being proposed where:

- a request has been received from the governing body or academy trust; and
- the LA, as the admission authority for the school, considers a change to the PAN would be appropriate to reflect the circumstances of a particular school; or
- a recalculation of the school capacity indicates a change would be appropriate; and
- it is possible to have a more practical number;

2.4 Your views are sought on the following proposed changes, outlined in 2.4 below, which have been agreed by the governing bodies of the schools concerned and the local authority, as the admission authority for the school. If approved these changes will apply to the intake cohort with effect from September 2020 entry.

2.5 There are no proposed PAN changes for community and voluntary controlled schools, Appendix 1 has the PAN details for all these schools.

2.6 The following own admission authority schools are proposing changes to their PAN as follows:-

- **West Town Primary Academy** – an increase in PAN to 90

   For further information about this proposed change, please contact the school direct.
3. **CO-ORDINATED SCHEME**

3.1 The application process and timetable will be as described within the co-ordinated scheme. Full details are contained in:-

- Co-ordinated Secondary Admissions Scheme 2020 – 2021
- Co-ordinated Primary Admissions Scheme 2020 – 2021

Both documents, and other related documents can be found at [www.peterborough.gov.uk/admissions](http://www.peterborough.gov.uk/admissions)

4. **OVERSUBSCRIPTION CRITERIA FOR VOLUNTARY CONTROLLED AND COMMUNITY SCHOOLS IN PETERBOROUGH**

4.1 The following change is being proposed to the over-subscription criteria used to determine the allocation of places at a community, or voluntary controlled school, when there are more applications than there are places available;

i) The Minister of State for School Standards wrote to all LAs and admission authorities in December 2017 and again in August 2018 requesting that all admission authorities, as part of the annual consultation process for admission to schools in September 2020/21 give priority to children who have previously been in state care outside of England, and have ceased to be in state care as a result of being adopted within their over-subscription criteria.

The local authority have chosen to implement this request and have included this criterion within the proposed over-subscription criteria for admission in 2020/21;

4.2 **Proposed Over-Subscription Criteria for admission to Peterborough Community and Voluntary Controlled Primary and Infant Schools in 2020/21**

The Local Authority will admit children with an Education Health and Care Plan (EHCP) or a statement of special educational needs which names a school. This will be in addition to any specific arrangements to specialist provision.

The order of priority for all other children is as follows:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. 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);

2. **Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted**;

3. Children who are both living in the catchment area served by the school and have siblings of compulsory school age still attending the school at the time of their admission;

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1 A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.
4. Other children living in the catchment area at the time of admission;
5. Children of members of staff, provided that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage;
6. Children who do not live in the catchment area served by the school, but who have siblings of compulsory;
7. For admission to Junior (KS2) schools only; children who are in attendance at an Infant school on the same site at the time of application, have been in attendance at the school for at least a term prior to application and remain there until the end of the summer term;
8. Other children whose parents have requested a place who live outside the catchment area of the school.

4.2 Criteria for admission to Ken Stimpson Community School (secondary):

The local authority will admit children with a statement of special educational needs or education health and care plan which names the school. This will be in addition to any specific arrangements to specialist provision.

The order of priority for all other children is as follows:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. 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);
2. Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted;2
3. Children living in the catchment area served by the school* with a sibling** on roll at the time of admission;
4. Children living in the catchment area* for the school;
5. Children of members of staff, provided that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage
6. The attendance of a sibling** on the school roll at the time of admission
7. Other children whose parents have requested a place who live outside the catchment area for the school*

In cases of equal merit, priority will be given to the child living nearest the school as measured by a straight line.

5. DEFINITIONS

5.1 The following definitions will apply to all community and voluntary controlled schools in Peterborough.

5.2 Distance is measured in a straight line using the Local Land Property Gazetter (LLPG) provided from the seed point located at the child's home address to the seed point for the school. The seed point is taken from the ordinance survey's (OS)

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2 A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society
Address-Base dataset. It is used to locate individual residential and school addresses using grid references as seed points.

It may be necessary to use other Ordnance Survey maps or online resources for any home address outside of the Peterborough local authority area not covered by the council’s distance measuring system.

In the case of flats, the priority is that of floor level i.e. ground, first, second etc., in that order.

In cases of exactly the same measurement where no differentiation can be established, a lottery will be used to decide the allocation of the place.

5.3 **Home address** – the address given on a child’s application should be the child’s permanent or main residence at the time school places are allocated. This should also be the address where the child will be residing when they start school in the September. A child’s application can only be considered from one home address. Therefore, their “main residence” must be the address at which they spend the majority of their school nights, and will usually, therefore, be the address to which the child benefit is paid. An address used for before and after-school childcare arrangements will not be considered appropriate.

5.4 **Shared responsibility** – where more than one adult shares parental responsibility and they live at different addresses, it is important that agreement is reached, prior to making the application, on which schools will be named on the application form. If different applications are received, or the Admissions Team is made aware of a dispute between two parents, all applications will be placed on hold and will not be processed until such time that:

- one joint application is made; or
- written agreement is provided from both parents; or
- a court order is obtained confirming which parent’s application carries precedence.

5.5 **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 a completion date, for a house purchase or the signing of a formal lease agreement. Places cannot be allocated more than 6 teaching weeks before the child is expected to take up the place.

5.6 **Moving House** - If a family move address at any point during the admissions process, either within Peterborough or into Peterborough, it is their responsibility to immediately inform the Admissions Team, in writing, of this change, and provide proof of their new address. Failure to do this may invalidate a child’s application.

5.7 **Parent** - A person who is either the child’s birth or adoptive parent, has parental responsibility for the child or an adult who has delegated responsibility for the child, for which confirmation will be requested.

5.8 **Siblings** - children aged between 4 and 16, living together in the same family unit, who have a sibling on the roll of the school at the time of application and admission to the school. Sibling includes:

- brother, or sister;
• half-brother, or sister;
• adopted brother, or sister;
• child of the parent/carer or their partner;
• children looked after, or previously looked after. This doesn't include children temporarily living in the same household - for example a looked a child in short-term, or interim, foster placement.

In every case, the sibling must be living permanently in the same family home (at least Monday to Friday) and must be on the roll of the school, or have been offered and accepted a place at the school at the time of application and when the child starts”.

5.9 Previously looked after children - a child who was previously looked after but immediately after being looked after became subject to an adoption, residence (now known as a child arrangement order\(^3\)), or special guardianship order, under Section 46 of the Adoption and Children Act 2002.

5.10 Members of Staff – a member of staff refers to a member of teaching staff employed by the school.

6. INFANT CLASS SIZE

6.1 Infant classes (those where the majority of children will reach the age of 5, 6 or 7 during the school year) must not contain more than 30 pupils with a single school teacher. Additional children may be admitted under very limited exceptional circumstances as “excepted pupils”.

6.2 With effect from admissions made from September 2016 these children will remain an “excepted pupil” for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

6.3 The exceptional circumstances cover:

a) children with statements of special educational needs admitted outside the normal admission round;
b) looked after children and previously looked after children admitted outside the normal admission round;
c) children admitted, after initial allocation of places, because of a procedural error, made by the admission authority or local authority in the original application process;
d) children admitted after an independent appeals panel upholds an appeal;
e) children who move into the area outside the normal admission round for whom there is no other available school within a reasonable distance;
f) children of UK service personnel admitted outside the normal admission round;
g) twins and children from multiple births when one of the siblings is the 30\(^{th}\) child admitted;
h) children with SEN who are normally taught in an SEN unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

\(^3\) as amended in S.14 of the Children and Families Act 2014
7. LOCAL PROTOCOL - TREATMENT OF SIBLINGS WHEN A CHILD APPLIES FOR, BUT IS UNSUCCESSFUL IN, SECURING A PLACE AT THEIR CATCHMENT PRIMARY SCHOOL

7.1 On occasion, as part of the allocation for on time applications, it is not possible to meet parental preference for a child's catchment primary school, and the child is directed to the next nearest alternative school with a place available. When this situation arises, and after the child has started at the school in September, parents will often wish to place siblings at the same school.

7.2 In this situation, once the child has started at the alternative school, applications received for their siblings will be processed as if the siblings were in-catchment siblings provided that the parent has brought this up to the attention of Admission Team and the family still lives at the same address used to determine the original application.

8. LOCAL PROTOCOL ON CLASS SIZES WITHIN KS2 IN PETERBOROUGH PRIMARY SCHOOLS

8.1 As there is no statutory size limits on Key Stage 2 classes (Years 3-6), the LA seeks agreement with head teachers of maintained, or academy, primary schools to admit up to 32 children in mixed-age classes and up to 34 children in single year group classes for the admission of catchment children.

8.2 Exception to this will be sought, in discussion with the school and its governing body, where twins and children of multiple births apply for a place at a school and one of the siblings would be either the 32nd or 34th to be admitted.

9. ADMISSION OF CHILDREN OUTSIDE THEIR NORMAL AGE GROUP

9.1 Parents of summer born, gifted and talented children, or those who have experienced problems or missed part of a year, for example due to ill health, can seek places outside their normal age group.

9.2 Where a child is already attending a school a decision will be made based on the individual circumstances of the case and determined by the school following a discussion between the headteacher and the parent.

9.3 When a parent is seeking the accelerated or deferred admission of their child to Year 7, their application must be received by 1 October in the academic year in which they will become a Year 6 pupil for review and decision by the LA's Accelerations and Deferrals Panel.

9.4 When a parent is seeking the accelerated or deferred admission of their child to Reception, their application must be received by 1 December in the academic year in which they will reach the age of 4 for review and decision by the LA's Accelerations and Deferrals Panel.

9.5 Full details of how to make an application to the Acceleration and Deferral Panel can be found on the Council's website and are shown at appendix 1 of this document.
10. CONTINUING INTEREST LISTS

10.1 The LA will maintain continuing interest lists for own admission authority schools in accordance with the Service Level Agreement between the governing body and the Admissions Team.

10.2 Where a continuing interest list is maintained by the Admissions Team, children will be automatically placed on the list for a school(s) ranked as higher preferences than the school offered.

10.3 Parents will continue to have the right of appeal against any refusal of a place and be able to reapply for a place the following year.

10.4 Where a place becomes available and can be offered to a child on a continuing interest list, the parent will be given up to either 10 days in which to indicate whether they wish to accept the place, where they have been notified of this place by letter or email, or 5 days where they have been notified by telephone. If no response is received within the specified time period, the offer is void and the child’s details will be removed from the continuing interest list and the place offered to the next child on the continuing interest list.

11. IN YEAR ADMISSION ARRANGEMENTS

11.1 Full details of the Co-ordinated In-Year Scheme and the Peterborough Fair Access Protocol can be found in separate documents at;

www.peterborough.gov.uk/admissions

12. SIXTH FORM ADMISSIONS TO KEN STIMPSON COMMUNITY SCHOOL

12.1 The admission policy for admission to the sixth form at Ken Stimpson Community School is attached at appendix 2.

12.2 Sixth Form Admission Policies for own admission authority secondary schools are published by the individual schools, as they are all own admission authority schools and should be available from the schools’ websites.

13. NURSERY ADMISSIONS

13.1 Admission arrangements for community and voluntary controlled schools with nursery classes and maintained nursery schools can be found in appendix 3.

14. WHERE TO FIND FULL VERSIONS OF THE DOCUMENTS

14.1 Details of all consultation documents can be found at www.peterborough.gov.uk/admissions

15. CONTACT

Admissions Team
Email: admissions@Peterborough.gov.uk
Telephone: 01733 840047
Appendix 1 - Published Admissions Arrangements for Community (C) and Voluntary Controlled (VC) Schools in Peterborough

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Appendix 2 – Accelerations and Deferrals

Accelerated Admission to School - Early entry to Reception
This information sheet offers advice and guidance to parents who are considering making a request for a school place in Reception a year ahead of that indicated by their child’s date of birth and sets out Peterborough’s policy and procedure for responding to such a request.

In general the policy of Peterborough City Council is not to accelerate pupils into Reception a year early. However, in accordance with the Schools Admissions Code all requests will be considered on the basis of the circumstances of each case and in the best interests of the child taking account of the child’s educational and social development. Decisions will be based on a judgement of what is best for the child both now and in the long-term. Possible immediate gains need to be weighed against a range of issues including those related to school leaving age and loss of peer group.

Educational attainments alone would not be strong enough reason for accelerating a child’s entry into Reception. A child accelerated into school will remain an underage pupil throughout the whole of their education and will need to demonstrate the qualities of character, stability, application and tenacity necessary to carry them through school. Consideration must be given to the child’s age, physical and emotional development, and social maturity as well as their academic ability.

Who is acceleration for?
The Local Authority (LA) firmly believes that only exceptionally gifted children should start school early. It is only such children who have the potential to thrive socially and educationally throughout the whole of their full-time education.

The majority of children, including those who are deemed gifted or talented and those born early in a school year (1st September to 31st August), are best placed within the year group indicated by their date of birth. Acceleration should only be considered when both parents and professionals agree that the needs of the child cannot be met within his or her year group.

Is my child exceptional?
The National Association for Gifted Children (NAGC) describes giftedness as ‘a blend of intelligence, personal characteristics and interpersonal skills’. Identification of giftedness is not a simple matter, but the NAGC would ask you to consider whether your child:

- has a wide vocabulary and talked early;
- asks lots of questions and learns more quickly than others;
- has a very retentive memory;
- is extremely curious and can concentrate for long periods on subjects of interest;
- has a wide general knowledge and interest in the world;
- enjoys problem-solving, often missing out the intermediate stages in an argument and making original connections;
- has an unusual and vivid imagination;
- could read from an early age;
- shows strong feelings and opinions and has an odd sense of humour;
- sets high standards and is a perfectionist;
- loses interest when asked to do more of the same.
Would acceleration be right for my child?
Sometimes a child will be gifted in a particular area, but for acceleration to be the appropriate course of action, the child should be exceptional in most or all areas. The LA will require evidence of this to ensure that the right decision is made for the child.

Both the parents and the LA must consider carefully all of the potential advantages and disadvantages that acceleration could bring for the child. The acceleration of pupils has always been contentious due to the fact that the advantages are very much balanced, and some would feel outweighed, by the disadvantages. Some of these advantages and disadvantages are listed here.

Early admission to Reception
The advantages of early admission for exceptional pupils are:
• their thought processes are more in line with older pupils and their level of understanding means that they can be better challenged and stimulated;
• pupils can have access to more appropriate resources and materials to match their levels of attainment;
• their social development may be enhanced by contact with older pupils whose own social development is at a similar level.

The disadvantages of early admission are:
• such a strategy is only appropriate for pupils who exhibit exceptional or very high ability and are therefore able to cope with all the activities and work usually provided to an older year group;
• the social development of accelerated pupils may not match their academic ability and exceptional ability in other areas. Although they may cope well with the new learning opportunities offered, they may not be able to interact socially with the older pupils;
• there is no guarantee that the pupil’s rate of development will continue to be exceptional for their age as children can develop at varying rates through early childhood;
• if the school feels in the future that acceleration is no longer appropriate, the pupil may be returned to their age-appropriate year group. This may be difficult for the pupil in having to make new friends and repeat a year at school;
• at the end of their secondary education the child will be too young to leave school along with their class group or there may be difficulties with entrance to or funding for a desired form of higher education.

Making an application for early entry to Reception
Please bear in mind that very few children are admitted early to Reception but if you are thinking of making a request for accelerated entry to Reception you should discuss this with your child’s pre-school provider, future headteacher and any other professionals involved, as soon as possible. Then you will need to submit your formal request by January, at the latest, in the academic year when your child has his/her 3rd birthday.

If you decide you wish formally to pursue a request for early entry you will need to provide as much information and detail as possible explaining why you think that accelerated admission is the best course of action for your child. As a minimum you will need to provide:
• information regarding how your child is performing in the 7 areas of learning and development in the Early Years Foundation Stage (this will be available from your child’s early years setting);
• a covering letter explaining your reasons for your request;
• anything else which you feel is relevant.
The LA will, as required under the School Admissions Code, seek the views of the headteacher.

Your formal request for early entry should be sent to:
The Admissions Team, Sand Martin House, Bittern Way, Fletton Quays, PE2 8TY

Who will make the decision?
Applications for accelerated entry into a community or voluntary controlled school are considered by an officer panel, comprising at least three of the following: a manager from the school admissions team; a manager from the Special Educational Needs and Inclusion Service; an early years specialist and an adviser for the primary phase.

The LA, through its nominated officer panel, will look at all aspects of your child’s case e.g. social/emotional maturity, as well as his/her educational progress. In particular the panel will be looking for evidence that your child:
• has met all the early learning goals i.e. has exceeded the expectations of the Early Years Foundation Stage;
• will be able to maintain his/her social and academic position in the accelerated year group; and
• will be physically able to cope with the demands of full-time schooling a year early.

You can expect a decision, within a working month of submitting your request and supporting information.

Applications for accelerated entry into a voluntary aided or foundation school or an Academy are usually considered by the school’s governing body, except where they have opted to use the LA’s panel.

Further information and contacts
If you would like to discuss any of the issues surrounding accelerated transfer to secondary school, please contact the lead officer for accelerations, Sam Surtees, Strategic Admissions Manager on 01733 864007.

A copy of the admissions booklet for parents, can be requested from the Admissions Team on 01733 864007 or is available on line at www.peterborough.gov.uk/admissions

Advisory Centre for Education (ACE)
1c Aberdeen Studios, 22 Highbury Grove, London N5 2DQ
020 7704 3370
www.ace-ed.org.uk

National Association for Able Children in Education
NACE National Office, P.O. Box 242, Arnolds Way, Oxford, OX2 9F, Tel: 01865 861879, www.nace.co.uk

The National Association for Gifted Children.
Suite 14, Challenge House, Sherwood Drive, Bletchley, Milton Keynes, MK3 6DP, Tel: 0845 450 0221, www.nagc.org
Admission of Children Outside of Their Normal Age Group (Delayed Entry)

This information sheet offers advice and guidance to parents who are considering making a request to delay their child’s entry to school so that they enter a year behind that indicated by the child’s date of birth. It sets out Peterborough City Council’s policy and procedure for responding to such a request.

In general the policy of Peterborough County Council is not to delay the entry of pupils into Reception. However, in accordance with the Schools Admissions Code all requests will be considered on the basis of the circumstances of each case and in the best interests of the child taking account of his/her educational and social development. Decisions will be based on a judgement of what is best for the child both now and in the long-term. Possible immediate gains need to be weighed against a range of difficulties including those related to school leaving age and loss of peer group.

Is my child ready for school?
All children find starting school demanding and very tiring, particularly those whose 5th birthday falls later in the school year. If you do not think your child is ready for full-time school attendance in September of the school year in which his/her 5th birthday falls, you may discuss with your child’s school the possibility of an individually designed induction timetable, which might include an extension of part-time attendance or a delay in taking up the place until later in the same academic year. This is often a more practical alternative to deferring admission to Reception by a whole year.

Issues to consider
Even if their birth date falls within the last few months of the school year, a child with significantly delayed attainment and development should not automatically be considered for delayed entry to school, as their needs can normally be met through differentiation and appropriate levels of support within the school. Please bear in mind that very few children are admitted late to Reception.

If a child has been placed out of year group prior to entering the Primary Phase of their education, whilst there may be a presumption that a child/young person continues in the same cohort, there is no guarantee that this will be the case. Should you move to another local authority area, or when your child moves to secondary school, the school they are moving too, may not accept such applications and may require the child to join the year group appropriate to their chronological age.

Delayed entry should only be considered when both the parents and the professionals involved are of the opinion that the needs of the child cannot be best met within his or her age group even with appropriate levels of differentiation and support.

The key test questions are these:
Do all professionals involved and the child’s parents think that only in a lower year group the child:
• would be more closely matched in terms of physical and emotional maturity to the other children; and
• would make significant progress; and
• would be able to maintain a better position academically within the class and;
• would cope with curricular demands with no, or much less, differentiation and support?

If the answer to all of the above questions is clearly ‘yes’ then delayed entry could be valuable and would be considered.
However, if it appears that the answer is ‘no’ or there is doubt, or that the child may have longer term special educational needs, then it would normally be more appropriate for the child to enter a Reception class with his/her peer group with the appropriate levels of support.

Delaying entry into Reception will usually involve an extra year at nursery, or other pre-school setting, which may not be available on a full-time basis, whereas the child may need more co-ordinated educational input plus the opportunity to play. The Early Years Foundation Stage curriculum in a Reception class is able to provide this. Additionally, the place might not be funded, as a free early years funded place ends from the beginning of the term in which the child becomes statutory school age i.e. the term following their fifth birthday.

Making an Application for Delayed Entry to Reception for Children Born Between 1 September and 31 March

If you are thinking of making a request for delayed entry to Reception you should discuss this with your child’s pre-school provider, the Headteacher for your preferred school and any other professionals involved with your child, as soon as possible and submit your formal request by 15th January, at the latest, in the academic year in which your child has his/her 4th birthday.

Any such application should be submitted alongside your application for a Reception Place for your child, as there is no guarantee that your request will be agreed.

If you decide you wish formally to pursue a request for delayed entry you will need to provide as much information and detail as possible explaining why you think that deferred admission is the best course of action for your child. As a minimum you will need to provide:

- information regarding how your child is performing in the 7 areas of learning and development in the Early Years Foundation Stage
- if applicable, details of any interventions/additional support your child receives in their current pre-school setting
- if applicable, a copy of your child’s two most recent personal support, or additional needs plans
- a covering letter explaining your reasons for your request
- if applicable, reports from other agencies e.g. medical professionals or any other agency who may be supporting or working with your child
- anything else which you feel is relevant

The LA will, as required under the School Admissions Code, seek the views of the Headteacher of your preferred school.

Requesting Delayed Entry for a Summer Born Child

If your child’s birthday falls between 1 April and 31 August the LA’s approach to considering requests for delayed entry is slightly different.

All of the above still apply but the LA operates a permissive approach when considering requests for summer born children to enter Reception in the September after their 5th birthday. There is a presumption to agree to such requests in accordance with the Section 2.17 of the School Admissions Code (2014) provided:

- there is evidence specific to the child (i.e. not just reference to academic research) to support the request. This information should include as a minimum;
o information regarding how your child is performing in the 7 areas of learning and development in the Early Years Foundation Stage from the child’s current early years setting; and
o reports from other agencies e.g. medical professionals, or any other agency who may be supporting or working with your child, if applicable

- the headteacher of your preferred/catchment school has no concerns

- the request is driven by the best interests of the child and not because, for example, the parents have failed to secure a place in their preferred primary school or because it would be more convenient for the parents if the child delays his/her entry into Reception

Your formal request for delayed entry, setting out the reasons why you believe this request is in the best interest of your child and confirming that the Local Authority can approach your preferred/catchment school and your child’s current pre-school, should be sent to:

The Admissions Team,
Peterborough City Council,
Ground Floor
Sand Martin House
Bittern Way
Fletton Quays
PETERBOROUGH
PE1 8TY
Or by email to admissions@peterborough.gov.uk

Who will make the decision?
The LA, through its nominated officer panel, will look at all aspects of your child’s case e.g. social/emotional maturity, as well as his/her educational progress. The request will be considered using the Ashton Checklist criteria, appendix 1.

You can expect a decision, within 20 school days of submitting your request and supporting information. If your request is unsuccessful and you do not present your child in school in Reception during the school year after their 4th birthday, s/he will enter Year 1 in the September after his/her 5th birthday.

Applications for delayed entry into a community or voluntary controlled school are considered by an officer panel, comprising at least three of the following: a manager from the school admissions team; a manager from the Special Educational Needs and Inclusion Service; an early years specialist and an adviser for the primary phase.

Applications for delayed entry into a voluntary aided or foundation school or an Academy will be considered by the school’s governing body, except where they have chosen to purchase this service from the LA.

Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.
**Further information and contacts**
If you would like to discuss any of the issues surrounding delayed admission to Reception please contact the Peterborough Admissions Team on 01733 864007.

If, during the school year in which your child’s 4th birthday falls, you are considering requesting delayed entry, **please note the LA’s advice is that parents should still complete a primary application form before the January deadline.** If your request for delayed entry is agreed you can always withdraw your application or decline a Reception place that has been offered.

A copy of the admissions booklet for parents, is available on line at [www.Peterborough.gov.uk/admissions](http://www.Peterborough.gov.uk/admissions) or can be requested by contacting the Peterborough Admissions Team on 01733 864007.

Further independent information and advice for parents is available from the Advisory Centre for Education (ACE)

Advisory Centre for Education (ACE)
1c Aberdeen Studios, 22 Highbury Grove, London N5 2DQ
020 7704 3370
[www.ace-ed.org.uk](http://www.ace-ed.org.uk)
## Ashton Checklist

All these criteria should be satisfied before placing a child/young person outside their chronological year group:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, parent/carers, child/young person and involved professionals all feel that this placement would substantially increase the possibility of the child/young person’s successful inclusion in mainstream school</td>
<td></td>
</tr>
<tr>
<td>Consideration has been given to the long-term emotional and social impact of this placement</td>
<td></td>
</tr>
<tr>
<td>There has been a discussion with parents/carers about likely future issues, e.g. leaving school without completing Key Stage 4</td>
<td></td>
</tr>
<tr>
<td>This decision is not being made in order to delay other interventions, such as a placement into a different school</td>
<td></td>
</tr>
<tr>
<td>All involved feel that the child/young person will be able to learn more from the children in the proposed year group than by being around children of their own age group</td>
<td></td>
</tr>
<tr>
<td>The child/young person will have a peer group in their new class, which is likely to continue to be somewhere that they can ‘fit in’ as the cohort matures</td>
<td></td>
</tr>
<tr>
<td>The plan for the child/young person includes interventions to address their particular needs, in addition to placement with a different year group</td>
<td></td>
</tr>
<tr>
<td>Consideration has been given to the likely future placements for the child/young person, e.g. returning to their own year group, or remaining with the new year group</td>
<td></td>
</tr>
<tr>
<td>This decision is not being made due to difficulties in making appropriately differentiated provision in the class to which the child/young person should normally transfer</td>
<td></td>
</tr>
<tr>
<td>The placement would not breach infant class size legislation</td>
<td></td>
</tr>
<tr>
<td>Consideration has been given to the rights of other children who might otherwise take that place</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3 – Sixth form Admissions Arrangements

Admission Criteria for entry to 6th Form at Ken Stimpson Community School

All applications for admission to Year 12 (sixth form) must be sent directly to the school.

Please contact the school for full course details or application forms, or see the school’s webpages for the Sixth Form Prospectus/website.

The Year 12 cohort is expected to be within a range appropriate to the school and the number of external candidates to be admitted will be a minimum of zero.

Please note that the availability of places in certain curriculum subjects may determine if the oversubscription criteria detailed below are applied. Also under-subscription to some courses may result in these courses not being run.

Entry will not be determined by a formal interview, but an informal guidance meeting may be held to advise students on appropriate course selections.

Previous attendance, behaviour, or perceptions of attitude or motivation will not be used to determine if the offer of a place can be made. However, a written/verbal reference may be sought from your current school as to the suitability of the course being considered.

Those who have a statement of special educational needs that names the school will be admitted. Where required the oversubscription criteria set out below will be applied. Priority will be given in the following order:

- Students in Care, also known as Looked After Children (LAC), and children who were previously looked after but ceased to be so by reason of adoption, a residence order (now known as a child arrangement order) or special guardianship order.
- Students who appear to have been in state care outside of England and cease to be in state care as a result of being adopted.
- Students with a sibling at the school at the time of admission
- Students in a Peterborough school without Years 12 & 13.
- Students in a Peterborough school not offering the courses requested.
- Students in any school without Years 12 & 13.
- Students in any school not offering the courses requested.

Oversubscription in a category:
Priority will be given to students living nearest the school as measured by a straight line.

The distance for admission purposes is measured in a straight line using the Local Land Property Gazetteer (LLPG) provided from the seed point located at the child's home address to the seed point for the school. The seed point is taken from the ordinance survey's (OS) Address-Base dataset. It is used to locate individual residential and school addresses using grid references as seed points.

It may be necessary to use other Ordnance Survey maps or online resources for any home address outside of the Peterborough local authority area not covered by the council's distance measuring system.

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4 A looked after child is a child who is in the care of a local authority in England, or is being provided with accommodation by a local authority in England in the exercise of their social services functions.

5 A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.
In the case of flats, the priority is that of floor level i.e. ground, first, second etc., in that order. In cases of exactly the same measurement where no differentiation can be established, a lottery will be used to decide the allocation of the place. Parents and students have a right to appeal against any decision refusing a sixth form place in a school with a sixth form. Appeals must be heard by an independent panel within 40 school days of the appeal being lodged.
Brewster Avenue Nursery Class Admissions

Children are eligible to start nursery at Brewster Avenue in the term following their third birthday. Places are part time and are free of charge. Sessions are for five days a week and for 3 hours per day.

The closing date for the autumn term admission is April 30th. Places are allocated in the first week of May. The closing date for spring term admission is November 30th. Places are allocated in the first week of December. The closing date for summer term admission is February 28th. Places are allocated in the first week of March.

When places are available and children are eligible to start nursery (in the term following their third birthday), places will be offered at other times of the year.

In the event that places are oversubscribed, the following criteria are applied:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. 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);

2. **Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted**

3. Children who are both living in the catchment area served by the school and have siblings attending the school, or St Augustine’s Junior School at the time of their admission.

4. Other children living in the catchment area at the time of admission.

5. Children of members of staff, provided that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage.

6. Children who do not live in the catchment area served by the school, but who have siblings attending the school, or St Augustine’s Junior School at the time of their admission.

7. Other children whose parents have requested a place who live outside the catchment area of the school.

In cases of equal merit, priority will be given to the child living nearest the school as measured by a straight line. In the case of flats, the priority is that of floor level i.e. ground, first, second etc. in that order. In cases of exactly the same measurement where no differentiation can be established, a lottery will be used to decide the allocation of the place.

We will admit children with an Education Health and Care Plan (EHCP) which names the school.

Please note that a place in the Nursery does not guarantee a place in the school.

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6 A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society
1. CONTEXT

The purpose of this admissions policy is to ensure the transparent allocation of places for children to access integrated care and education at Caverstede Nursery School.

2. PLACES

We provide places for children aged 3 to 4 years who are eligible to their funded nursery education entitlement of 15 or 30 hour, children receiving 2 year old funding and paid for places for children, (see appendix 1 for details). As a guideline we aim to provide 20 part time equivalent places for children with SEND aged 2 to 4 years.

3. ALLOCATION OF PLACES

3.1 If Caverstede has a waiting list, places are allocated according to the following order:

- Current Nursery One children who wish to remain with us for their Nursery Two year will automatically be allocated a Nursery two place.
- Children with a statutory right to a place at the school through an education health and care plan naming Caverstede Nursery School
- Children ‘looked after’ and children who were ‘looked after’, but ceased to be so because they were adopted (see definition below)
- Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted

A child who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted is defined as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.

- Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted
- A child ‘at risk’ (or the sibling of a child ‘at risk’) who is subject of an inter-agency child protection plan (Referred by the Local Authority)
- Children receiving their 3 year old funding
- Children receiving their 2 year old funding
- Children who have a sibling on roll at the school at the time of application
- Children living within Paston and Walton Ward [as defined May 2016].
- Children living outside Paston and Walton Ward [as defined May 2016].

Places will be allocated to both children eligible for the three year old funding, and to two year old children who turn three within the term they take up the place, receiving their 2 year old funding.

If we still have spaces remaining, we will offer to children who turn three within two terms of taking up the place who receive 2 year old funding.

If we still have spaces remaining, we will offer to children who turn three within three terms of taking up the place who receive 2 year old funding.
If we still have spaces available these will be offered as daycare places for 2 year olds allocated by age [paid for places]

3.2 If a child is away from the school on holiday for more than 3 weeks, then their place may be offered to another child

3.3 Change in circumstances regarding a child’s eligibility for a 30 hour place
If a parent’s circumstances change and a child is no longer eligible to a 15 hours extended entitlement place, a grace period will apply so the child can continue with their place until a specified end date. After the grace period end date the child will no longer be able to receive the 15 hours extended entitlement place, however they will continue to receive the 15 hours universal entitlement place. In these circumstances the parent and Head Teacher will agree the pattern of attendance for the 15 hour’s universal entitlement place. However, should a parent choose to pay for the sessions that were previously funded, they can do so and continue with the same sessions.

Definitions

Nursery One and Nursery Two

Nursery 1 - Children in the year prior to their Nursery Two year

Nursery 2 - Children in the year before their Reception year

‘Looked after’ and previously ‘looked after’ children

A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. 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).

Siblings and the position of twins

‘Sibling’ refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer’s partner, and in every case, the child should be living in the same family unit at the same address.

In the case of twins, or brothers and sisters in the same year group, where there is only one place available in the school, both will be considered together as one application.

Address

For the purposes of deciding whether a child lives in the catchment area of a school we will use the parent or legal guardian’s address or the address of a relevant adult who has parental responsibility (as defined under the 1989 Children Act) for the child.
1. Introduction

This policy will apply from September 2011. It will be reviewed annually to ensure changes affecting Nursery Education are considered.

1.1 This policy applies only to Old Fletton Nursery class.

1.2 This policy is a revision of the policy agreed previously following consultation with the head teachers of the other maintained nurseries in Peterborough.

1.3 The legal definition of a nursery-aged child contained in the 1944 Education Act is any child who has not yet reached statutory school age, i.e. five years. At Old Fletton, a child is deemed to be of nursery age as soon as they turn 3 years old. In exceptional circumstances the term in which the child turns 3 (also know as Rising 3s) will be considered with each child’s case considered on its own merits.

1.4 Funding entitlement does not begin until the term following their 3rd birthday. If a family wish to commence a place as soon as their child is 3 years old they must pay fees for all sessions weekly in advance on the Monday morning.

1.5 The current School Admissions Code of Practice, which relates only to statutory education, does not apply to this Policy.

1.6 Places offered under this policy will be available to the child from the date the place is offered until 31st August following their fourth birthday.

1.7 The Local Authority (LA) has a responsibility for determining the admission arrangements for nursery education provision in community and voluntary controlled schools and in nursery schools in consultation with the governing bodies.

1.8 Each nursery class has an agreed annual admissions limit and offers part-time education places only. A nursery will be full and thus a pupil should be refused admission if the admissions limit has been reached.

2. Admission Criteria and timetable

For applications received for a child seeking admission into Nursery, where more applications are received than places are available, places will be allocated in accordance with the following criteria:

2.1 Children who have a statement of special educational needs, or education health and care plan (EHCP) that names the school will be admitted before the over-subscription
criteria are applied. Those children with a statement of special educational needs that does not name the school will be referred to Student Assessment to determine an appropriate place.

2.2 Children who are Looked After.

2.3 Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted.

2.4 Children with a high level of need who have been referred by a Social Worker, Health professional, Pre-School Specialist Support Teacher, Special Needs Officer or the Traveller Referral Team.

2.5 Children of staff employed by the school.

2.6 Children living in the catchment area for the nursery school, who had their 3rd birthday before 1st September in the year of admission with a sibling in school.

2.7 Children living in the catchment area for the nursery school, who had their 3rd birthday before 1st September in the year of admission.

2.8 Children not living in the catchment area who had their 3rd birthday before 1st September in the year of admission; with a sibling in school.

2.9 Children not living in the catchment area who had their 3rd birthday before 1st September in the year of admission.

2.10 Following initial September allocations based on the above criteria children will then be admitted either: following their 3rd birthday (paid sessions) or if parents choose to wait until the start of the following term the criteria 1-7 will be applied.

2.11 Parents may register their interest in a place at Old Fletton Nursery class at any time, but must formally apply for a place, using the school’s nursery admission form, as follows:

By 1st week in April for places in Autumn term. Letters to families, either offering or refusing places for their children will be sent out in May or early June.

2.12 Where places are remaining, later admissions will be possible up to the agreed admission limit. However, places cannot be reserved for children who may move into the area later in the year.

3. Continuing Interest Lists

3.1 Where more applications are received than places available, the admission criteria will be applied and those children who are not offered places will have their details added to a continuing interest list. This list will be held until such time as the child is expected to transfer to Reception.

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\[\text{A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.}\]
Children’s names are placed on continuing interest lists in strict order of the criteria, not according to the date of application. If a place becomes available, the nursery will contact the parents of the child whose name is first on the reserve list. Continuing interest lists are not waiting lists; a new request from another parent for a child’s name to be placed on a continuing interest list can result in other children being moved further down the list if this child has a higher priority for a place according to the admission criteria.

4. Definitions & Additional Information

4.1 Siblings are defined as children living in the same family unit, whether or not they are blood-related. This does not include blood-related brothers or sisters who live in separate homes.

4.2 Parents are required to provide proof of the child’s date of birth and home address. Evidence may be submitted in the form of the child’s short form birth certificate or passport and the child benefit letter or a utility bill (showing the parent’s name). Where a family is expecting to move house, confirmation of the new address will be required before the application can be considered. Confirmation should be by way of a copy of the signed lease agreement or a letter confirming contracts have been exchanged.

4.3 A child’s home address is defined as the address where he or she resides with an adult with parental responsibility for the majority of their school nights. In cases where a child spends equal time living at two different homes over the course year, the address that is most favourable to the application will be considered as the home address.

4.4 Parents are obliged to inform the nursery of any change of address following an application, as this may affect the allocation of a place. Failure to do this could result in an offered place being withdrawn.

4.5 A child can have up to a maximum of five terms in a nursery class or school, depending on his or her age and subject to the availability of places.

4.6 For the purpose of determining admissions, distances between home and School/Centre will be measured using a straight line between the main entrance door of the School/Centre to the front gate of the child’s home. Taking into account the scale of the map used, the distance will be measured in kilometres to 3 decimal places.

5. Withdrawing Offers of Nursery Places

5.1 Once a place has been offered in writing there are limited circumstances in which the nursery can consider withdrawing the offer. If a place is offered on the basis of a fraudulent or intentionally misleading application, or a parent has not responded to an offer by the date specified in the letter, the nursery may withdraw the place. These serious situations can only be considered with the full involvement and agreement of the Governing Body.

5.2 LA monitoring of the government nursery education scheme requires the LA to ensure that no child is in receipt of more than their entitlement of nursery education.