

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

AND LOCALLY AGREED PROTOCOLS AND DEFINITIONS

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 were 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 determined admission 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;
- 2.3** There were no proposed PAN changes for Community or Voluntary Controlled school for admission in September 2020.
- 2.4** The following own admission authority proposed changes to their PAN as follows:-
- West Town Primary Academy – an increase in PAN to 90.

Following the completion of the consultation process, in discussion with the Local Authority, it has been agreed that the PAN for West Town Primary Academy will remain at 60 for admission to the school in September 2020/21.

For further information about the determined admission arrangements for the school, please contact the school direct.

Please see **Appendix 1** for all community and voluntary school PANs.

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

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

4.1 The following change was 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 oversubscription criteria.

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

Following the consultation period these changes were considered and determined by through the Peterborough City Council Cabinet Member Decision Process on 6th February 2019.

4.2 Determined 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 adopted¹;**
3. Children who are both living in the catchment area³ served by the school and have siblings⁴ of compulsory school age still attending the 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 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.

Where children of multiple birth (i.e. twins, triplets etc.) or siblings born in the same school year are tied for the final place, we will admit such siblings even if this means exceeding PAN (i.e. when they are being considered in relation to the same criterion).

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

4.2 Determined Over-Subscription 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 adopted²**
3. Children living in the catchment area served by the school* with a sibling** on roll at the time of admission;
3. Children living in the catchment area* for the school;
4. 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
5. The attendance of a sibling** on the school roll at the time of admission

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

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

6. Other children whose parents have requested a place who live outside the catchment area for the school*

Where children of multiple birth (i.e. twins, triplets etc.) or siblings born in the same school year are tied for the final place, we will admit such siblings even if this means exceeding PAN (i.e. when they are being considered in relation to the same criterion).

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 Unless otherwise stipulated by an academy, a foundation or voluntary-aided school governing body, the following definitions will apply for all schools in Cambridgeshire.

5.2 **Distance** 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.

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, witnessed by a Council Officer, who is independent of the LA Admissions Team.

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 which is held by the child's current school, early years setting and/or GP surgery. 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 order³), 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:

³ as amended in S.14 of the Children and Families Act 2014

- 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 30th 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.

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

Accelerated, or Deferred Entry to Reception Year, or Year 7

- 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 2** of this document.

Admission to other year groups following in-year admission

- 9.6** All in-year admission offers will be made according to the child's chronological age. When a parent believes that their child should be educated in a higher, or lower, year group, this must be discussed in the first instance with the Headteacher of the school.

Delayed Admission to Reception Year

- 9.7** The School Admission Code requires that all admission authorities **must** provide for the admission of all children in the September following their fourth birthday. This means that where a child is offered a Reception Year place at the school, as part of the normal admissions round:
- a) that child is entitled to a full-time place in the September following their fourth birthday;
 - b) the child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made; and
 - c) where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age.

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 3**.
- 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 4**.

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

- 14.2** The Department for Education School Admissions Code can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School_Admissions_Code_2014_-_19_Dec.pdf

15. CONTACT

Admissions Team
Email: admissions@Peterborough.gov.uk
Telephone: 01733 840047

Appendix 1			
DfES Code	School Name	Published Admission Number	
		2019	2020
3376	All Saints CE (Aided) Primary School	60	60
3077	Barnack CE Primary School	30	30
2288	Bishop Creighton Academy	30	30
2296	Braybrook Primary School	30	30
2269	Brewster Avenue Infant School	60	60
3078	Castor Voluntary Controlled Primary School	26	26
3385	Discovery Primary Academy	90	90
	Dogsthorpe Academy	90	90
2264	Dogsthorpe Infant School	90	90
3079	Eye Voluntary Controlled Primary School	60	60
2007	Eyrescroft Primary School	60	60
3384	Fulbridge Academy	120	120
2008	Gladstone Primary Academy	120	120
2013	Gunthorpe Primary School	60	60
	Hampton College (Primary Phase)	60	60
2456	Hampton Hargate Primary School	90	90
	Hampton Lakes Primary School	30	30
2458	Hampton Vale Primary School	90	90
2453	Heritage Park Primary School	30	30
2000	Highlees Primary School	60	60
2233	John Clare Primary School	20	20
2307	Leighton Primary School	60	60
2450	Lime Academy Abbotsmede	60	60
2334	Lime Academy Parnwell	60	60
2454	Lime Academy Watergall	60	60
2297	Longthorpe Primary School	60	60
2455	Middleton Primary School	60	60
2457	Nene Valley Primary School	45	45
2004	Newark Hill Academy	60	60
3080	Newborough Voluntary Controlled Primary School	30	30
2234	Northborough Primary School	30	30
2295	Norwood Primary School	30	30
2251	Oakdale Primary School	60	60
2215	Old Fletton Primary School	60	60
2003	Ormiston Meadows Academy	30	30
5205	Orton Wistow Foundation Primary School	60	60
2449	Paston Ridings Primary School	90	90
3374	Peakirk cum Glinton C of E (VA) Primary School	30	30
2270	Queen's Drive Infant School	90	90
2330	Ravensthorpe Primary School	60	60
3379	Sacred Heart RC (VA) Primary School	30	30
90	Southfields Primary School	90	90
	St Augustine's CofE Junior School	60	60

DfES Code	School Name	Published Admission Number	
		2019	2020
3076	St Botolph's Voluntary Controlled Primary School	60	60
3380	St John's Church (VA) Primary School	60	60
3386	St Michael's C of E (VA) Primary School	60	60
3378	St Thomas More RC (VA) Primary School	60	60
2001	Stanground St John's Church of England Primary School	30	30
2325	The Beeches Primary School	90	90
2244	The Duke of Bedford Primary School	30	30
	The King's (The Cathedral) School	15	15
2445	Thorpe Primary School	90	90
2316	Welbourne Primary School	30	30
2002	Welland Academy	60	60
2451	Werrington Primary School	60	60
2005	West Town Primary Academy	60	60
3382	William Law CE Primary School	90	90
2313	Winyates Primary School	30	30
2324	Wittering Primary School	60	60
2225	Woodston Primary School	90	90

Admission of Children Outside of Their Normal Age Group (Delayed Entry)

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.

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;
 - 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
 - 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, attached.

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 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

Ashton Checklist

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

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	
Consideration has been given to the long-term emotional and social impact of this placement	
There has been a discussion with parents/carers about likely future issues, e.g. leaving school without completing Key Stage 4	
This decision is not being made in order to delay other interventions, such as a placement into a different school	
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	
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	
The plan for the child/young person includes interventions to address their particular needs, in addition to placement with a different year group	
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	
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	
The placement would not breach infant class size legislation	
Consideration has been given to the rights of other children who might otherwise take that place	

Accelerated Admission to School

Early entry to Reception

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 Criteria for entry to Sixth Form at Ken Stimpson Community School 2020 - 2021

1. All applications for admission to Year 12 (sixth form) must be sent directly to the school using our online admission process (<https://www.kscs.org.uk/post16>)
2. Please contact the school for full course details or application forms, or see the school's webpages for the Sixth Form Prospectus/website. It is important you familiarise yourself with the specific course entry requirements that we set each year.
3. The Post16 cohort is expected to be within a range appropriate to that which the school can financially operate and the number of external candidates to be admitted will be a minimum of zero.
4. 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.
5. Entry will **not** be determined by a formal interview, but an informal guidance meeting may be held to advise students on appropriate course selections.
6. 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.
7. The school will expect all students internal or external to provide physical evidence of their previous examination results prior to an acceptance being provided.
8. Specific entrance criteria as per the Post16 admissions guidance will be applied to all students applying the school's Post16 centre. Please refer to the admission criteria guidance online (www.kscs.org.uk/post16)

Determination of priority in the case of an oversubscription situation

9. Those who have a statement of special educational needs, or Education Health and Care Plan, which 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:
 - a) Students in Care, also known as Looked After Children⁴ (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.
 - b) Students who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted⁵
 - c) Students that are already learners at the school
 - d) Students with a sibling at the school at the time of admission
 - e) Students in a Peterborough school without Years 12 & 13.
 - f) Students in a Peterborough school not offering the courses requested.
 - g) Students in any school without Years 12 & 13.

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

- h) Students in any school not offering the courses requested.

Oversubscription in a category:

10. Priority will be given to students living nearest the school as measured by a straight line.
11. 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.
12. 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.
13. In the case of flats, the priority is that of floor level i.e. ground, first, second etc., in that order.
14. 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.
15. 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.

Right of appeal

16. Following the GCSE and AS/A level results, the school operates a panel of staff to overlook the entry criteria are fairly applied to students applying to KSCS Sixth form.

This includes the following staff:

- a) Raising Standards Leaders for Post16
 - b) Assistant Principal responsible for Post16
 - c) Student Support Officer (Sara Kingston)
17. Students will receive opportunity to discuss options in informal one to one meeting (or more if parents wish to attend). These meetings will explore that the correct subjects are being selected that will meet future pathways and if minimum entry requirements are being met.

In the case of an appeal

18. In the first instance, the family/student should:
 - a) Make their case to the Vice Principal who has no previous involvement in the process.
 - b) Should the appeal require further attention, then the Independent Appeals Panel (held by the Local Authority) would be the next stage of the appeals process

Entry requirements per subject and progression

19. Please note the school will apply a specific entry requirement per subject and have specific conditions that students have to meet in order to progress onto the second and third year of academic study at KSCS Sixth form.
20. Our expectations is the vast majority of students will progress. However, should students not meet the progress expected between Post16 Year 1 -2 or 3 we reserve the right to review their provision and withdraw exam entry or review their curriculum provision to ensure a more successful outcome in line with our entry requirements
21. Entry requirements for Year 11-12 are 6 GCSE's at Grade 4 or above, as well as meeting subject requirements. (See Appendix 1 for subject entry requirements)

22. Entry requirements for Year 11- 12 (L2) are 5 GCSE's at Grade 3 or above. However, there are additional entry requirements shown in the table

23. Progress from Year 12-13 will be dependent on students achieving a D at AS level, if taken. If A Level or two year vocational is taken then a review of Teacher Assessment and conditions of progress set out in Point 1 above.

24. Additional years (Year 14) would depend on availability of suitable courses to study within one year. Students would have the option to finish AS Level or second year of subjects or start a new course for one year only. This would be dependent on subject entry requirements as detailed in Point 2 above. Recommended Guided Learning Hours (GLH) would also need to be met. If this year is a repeated year then students must have been withdrawn in previous academic year and not sat an exam.

Subject	Additional Entry requirements
Art, Craft and Design	Minimum of a 5 or Pass in Art if taken & have shown commitment to subject through attendance to after school sessions
Biology	Minimum of a 5 in English Language, Maths and 6,6 in both Combined Science or a 6 in two of the triple sciences, must include Biology
Business	Minimum of a 5 in English Language and Maths and a 5 / Merit in Business if taken
Chemistry	Minimum of a 5 in English Language and a 6 in Maths and secure 6,6 in both Combined Science or a 6,6,5 in the triple sciences, must include Chemistry at grade 6.
Computer Science	Minimum of a 5 in English Language, Maths and Computing
Dance	Minimum of a 5 in Dance and English Language
Drama and Theatre	Minimum of a 5 in English Language and 6 in Drama, if taken
Economics	Minimum of a 6 in English Language and Maths
English Language	Minimum of a 6 in English Language
English Literature	Minimum of a 5 in English Literature and English Language
French	Minimum of a 5 in English Language and a 6 in French
Further Maths	Minimum of an 8 in Maths
Geography	Minimum of a 5 in English Language, Maths and Geography, if taken
History	Minimum of a 5 in English Language and 5 in History, if taken
Italian	Minimum of a 5 in English Language and a 6 in Italian
Maths	Minimum of a 7 in Maths
Level 3 Core Maths	Minimum of a 5 in Maths and 4 in English Language
Music	Minimum of 5 in English Language, Maths and Music, grade 5 musician
Physical Education	Minimum of a 5 in Maths and English and 6 in PE. Must be involved in competitive sport.
Physics	Minimum of a 5 in English Language, 6 in Maths and 6,6 in both Additional and Core science or in two of the triple sciences, must include Physics
Politics	6 GCSEs graded 5 and above including both English and either History or Geography at grade 6 or above (Business or Economics at grade 6 or above also considered)
Psychology	Minimum of a 6 in English Language, Maths and Science
Sociology	Minimum of a 6 in English Language and a 5 in Maths
BTEC Applied Criminology	Minimum of a 5 in English Language, Maths and Science
BTEC Applied Law	Minimum of a 5 in English Language and Maths
BTEC Applied Psychology	Minimum of a 5 in English Language, Maths and Science
BTEC Applied Science	Minimum of a 5 in English Language and Maths, a 4,4 in Combined science or a 4 in two of Biology, Chemistry or Physics
BTEC Art & Design	Minimum of a 5 or Pass in Art if taken & have shown commitment to subject through attendance to after school sessions
BTEC Business	Minimum of a 5 in English Language and Maths and a 5 / Merit in Business if taken
BTEC Childcare	Minimum of a 5 in English Language, Maths and Merit in L2 H&SC if taken
Creative Practitioners	A Minimum of a 5 in one of the Performing Arts (or ICT for the technician route) or an equivalent such as BTEC/RSL level 2; plus an interest in the Creative and Performing Arts Sector
BTEC Health & Social care	Minimum of a 5 in English Language, Maths and Merit in L2 H&SC if taken
Level 3 Cambridge Technical IT	Minimum of a 5 in English Language, Maths and a 5 in ICT
LIBF Certificate in Financial Studies	Minimum of a 4 in English Language and Maths
Music Practitioners	Minimum of a 5 in either ICT, Media or Music at Grade 5 or above (or an equivalent such as BTEC), plus an interest in Music
OCR Level 3 Sports Studies	Minimum of a 4 in Maths and English and 4 in PE
BTEC Travel and Tourism	Minimum of a 4 in English Language and Merit at Level 2 if taken

Further considerations

25. Students currently not in Year 11 at Ken Stimpson Community School would be subject to references from previous learning provider. Non-standard entry requirements will be considered on an individual basis, for example international qualification.
26. Students who have been permanently excluded from Ken Stimpson Community School will not be considered for a place in Post 16. Students permanently excluded from other providers would be unlikely to be offered a place at Ken Stimpson Community School Post 16.

Last updated in January 2019

	Caverstede Nursery School Admissions Statutory policy – to be reviewed annually
	Last Reviewed: 2018 Review Due: 2019

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 adopted⁶**
- 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.

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

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.



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 adopted⁷**
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.

⁷ 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 and learning at the heart of
our CARE-ing community*

Old Fletton Primary School Nursery Admissions Policy

Version 3 - October 2018

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 known 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 adopted⁸**
- 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.

⁸ 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

- 3.2 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.