

PADDINGTON ACADEMY

Admissions Policy 2022 | 23

Key Stage 3 & Key Stage 4

Date of last review	October 2019	Review period	2 years
Date of next review	October 2021	Owner	DRI
Type of policy	Statutory	Approval	LGB
SLT member in charge	DRI		

Paddington Academy

Admissions Policy 2022|23 Key Stage 3 & Key Stage 4

Aims of the policy:

- To have clear procedures for the admission and induction of pupils to Paddington Academy.
- To ensure that the experience of becoming a student at Paddington Academy will be a welcoming and pleasant one supported by all staff.

Sections

1. Admission Criteria
2. Links to other policies
3. Types of admissions
4. Staff roles and responsibilities
5. The process
6. The interview
7. Students with additional needs
8. Managed Moves
9. Start date
10. Footnotes

1. Admission criteria

- 1.1 The Academy has an agreed admission number of 180 pupils (PAN) and will accordingly admit at least 180 pupils in the relevant age group each year if sufficient applications are received. Where fewer than 180 applications are received, the Academy will offer places to all those who have applied.
- 1.2 Where the number of applications for admission is greater than the published admissions number, applications will be considered for Year 7 against the criteria set out below. After the admission of students with an Education, Health and Care Plan (EHCP) where the Academy is named in it, the criteria will be applied in the order in which they are set out below.
- 1.3 Children who are in Public Care, also known as Looked After Children¹ in care of the local authority, children who have been adopted² or made subject to a child arrangement³ or special guardianship⁴ order immediately following having been looked after. Previously looked after children, including those children who appear to Paddington Academy to have been in state care⁵ outside of England and ceased to be in state care as a result of being adopted.
- 1.4 Students with significant specific medical, social or special educational needs which are not covered in the Education, Health and Care Plan (EHCP). The significant specific need which parents may ask to be taken into account must; relate directly to the student; be significant to the extent that it will or is likely to have an impact on the ability of the student to access the provision of education. Parent(s) wishing to make application on the basis of this criterion must demonstrate that the Academy is specifically suited to meet the need described in the application and that no other school can meet this need. Applications made on the basis of this criterion must be accompanied by a report or letter from a relevant and appropriately qualified professional person. Such a person may be a doctor, social worker or educational psychologist. The Academy reserves the right to seek and take into account a second opinion from a suitably qualified professional person, such opinion to be gained at the expense of the Academy. Parent(s) are advised that they should provide full

information with their application to enable it to be properly considered. It may not be possible for the Academy to consider late information.

1.5 Students with a sibling or siblings who will be attending the Academy on the date when the applicant would be admitted. The term sibling means a full, step, half, adopted or fostered brother or sister living at the same address, but not cousins. The Academy reserves the right to ask for proof of relationship.

1.6 Children of staff subject to either or both of the following circumstances:

- where the member of staff has been continuously employed at the school for two or more years at the time at which the application for admission to the school is made; and/or
- the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage

1.7 Students who live the nearest distance to the Academy. The distance is measured by a straight line from the address seed point (determined by Ordnance Survey data) of the child's home address to the main school gate for pupils, as measured by the Local Authority's computerised measuring system. Where it is necessary to differentiate between applicants living in flats using the same street entrance, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order. Where it is necessary to further differentiate between applicants living the same distance from the school, priority will be decided by random allocation. The student's permanent address is where he or she normally lives and sleeps and goes to school from. Proof of residency can be requested at any time throughout the admissions process. Parent(s) may be asked to provide their original Council Tax and Child Benefit documents. If false or misleading information is used to gain entry to the Academy the offer of a place will be withdrawn and the application cancelled.

1.8 This policy is subject to review in October 2021.

2. Links to other policies

- [Inclusion](#)
- [Child Protection](#)
- [Looked After Children](#)

3. Types of admissions

3.1 Primary to secondary school transfer coordinated by Westminster City Council. We follow the PAN London Coordinated Admission System.

3.2 Mid-term admissions are students for whom a school place is being sought outside of the normal admission round. Most mid-term admissions are due to the following circumstances:

- Students who have newly arrived from abroad or elsewhere in the UK
- Children returning from extended leave
- Students who have been re-housed
- Students placed in the care of the Local Authority
- Students for whom a transfer of school is being sought
- Students transferring from another school within Westminster
- Managed moves
- Students who have been permanently excluded from a previous school
- Students attending the PRU who need to be reintegrated back into mainstream school

There are other mid-term admissions defined by the DFE as ‘hard to place’. These include:

- Students out of school as a result of being withdrawn by their family, following a fixed term exclusion
- Students who have been out of school for longer than one term
- Refugees and asylum seekers
- Homeless students
- Students with unsupportive families where a school place has not been sought
- Students known to the police or other agencies
- Students without a school place and with a history of serious attendance problems
- Traveller students

4. Staff roles and responsibilities:

- 4.1 A designated member of SLT will have overall responsibility for admissions and will work with Westminster City Council to process applications.
- 4.2 The Attendance Manager will act as Admissions Manager and be responsible for all administrative tasks linked to mid-term admissions.
- 4.3 Once the application has been processed Heads of Year are responsible for arranging and carrying out the admission interview.
- 4.4 The AP Inclusion will test students and share relevant information with staff.
- 4.5 The HOY, tutor and where appropriate the AP Inclusion are responsible for the integration of the student within the tutor group and wider school community.

5. The process:

- 5.1 All applications are made via Westminster Local Authority.
- 5.2 Following the receipt of an enquiry for a place the Attendance Manager will send an admissions pack to the applicant. In the case of primary to secondary transfer, new students and parents will be invited for a meeting.
- 5.3 The Attendance Manager will send a request for information pro-forma to the previous school or other institution.
- 5.4 The completed admissions form will be reviewed by the designated member of SLT and cleared for interview
- 5.5 The Attendance Manager will notify the parents/carers of the outcome of their application within 5 working days of receipt.
- 5.6 If the school is full in the appropriate year group then the student should be placed on the waitinglist.
- 5.7 If a student has an existing place in a Westminster School the current school should be informed by the school that the parent has applied. This allows the current school to review the parent/carers reasons for requesting a move and the opportunity to resolve any issues within the school.
- 5.8 If a parent/carer has been advised by the current school to apply elsewhere to avoid permanent exclusion the application should be referred back to the school and Social Inclusion Team.
- 5.9 The Attendance Manager will arrange an interview time with the Head of Year and inform the parent/carer.

6. The induction meeting

- 6.1 Parents/carers and student should be given the opportunity to discuss all aspects of Paddington Academy. A translator should attend the meeting where necessary.
- 6.2 If the Academy is concerned about the nature of the relationship between the applicant and student or the validity of the details provided the Attendance Manager should contact the Pupil Service Manager or Head of Pupil and Student Services for advice.
- 6.3 Parents/carers and students should be given a copy of the following documents at interview:
- School prospectus
 - Information for new student booklet
 - Copy of Behaviour Policy
 - Free school meals application form
 - Health Plan (where necessary)
 - Uniform information
 - Copy of home school agreement.
 - ICT User Agreement
- The latter two documents should be clearly explained and signed by both parent/carer and student.
 - The admission form should be completed with all information required.
 - Support strategies where appropriate will be explained.
 - The student will be tested to decide on groupings.
 - A start date should be agreed at the end of the interview.

7. Students with additional needs

- 7.1 Where a student had been excluded from a previous school, is coming to Paddington Academy as a managed move, has an EHCP or is being reintegrated to the Academy from the PRU, a multi-agency meeting should take place prior to admission.
- 7.2 Permanently excluded students and students in the PRU will normally be referred by the LA's Social Inclusion Panel. Where appropriate these students will have a support package to support successful reintegration.

8. Managed Moves

- 8.1 Where it is agreed by the parent/carers that it would be in the student's best interests to move school the Principal can make arrangements with the Head teacher of another school.
- 8.2 A managed move form should be completed by the school prior to the transfer proceeding. A transfer date should be agreed which will normally be for the start of the following half term.
- 8.3 An interview with the student and parent/carer should take place and involve staff members from both schools. A student should not be removed from the school roll until the receiving school confirms that the student has started with them and successfully completed the probationary period.
- 8.4 The student will undergo a number of literacy, numeracy and cognitive ability tests the results of which will be shared with the relevant members of staff.

9. Start date

- A start date should be given as near to the interview as possible.

- The designated SLT member, HOY, tutor subject leaders, relevant support staff and reception should be informed of the start date by the AP for Inclusion/Attendance Manager.
- Details should be given to all staff via email, staff briefing and staff briefing sheet.
- The student should report to reception in the main building at 8.15am on the start day.
- The student should be met by their HOY or student support mentor or AP Inclusion.
- The student should be taken to be photographed.
- The Student Support Mentor should issue a planner.
- A complete timetable should be issued. All classes should be allocated prior to the student commencing lessons based on criteria given by subject leaders. This information should be passed to the Attendance Manager to enable a timetable to be generated and the data base to be updated.
- HOY should allocate a student to look after the new tutee.
- Tutor to closely monitor the new student and inform HOY of any concerns they may have.

10. Footnotes

1. A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.
2. This includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders).
3. Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.
4. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians)
5. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.