

ADMISSIONS POLICY PART 2

Part Two – Friesland School

This section of the Admissions Policy explains how The Two Counties Trust Admissions policy applies in Friesland School, including how admissions are prioritised.

1. Introduction to the school

At Friesland School, every child really does matter and we have high expectations of all our students. We believe that if students aim high, work hard work and receive outstanding teaching, they should achieve high. Friesland School is a place of learning, where the progress of our students is at the forefront of everything we do. Lessons will be planned and structured so that there is no ceiling to the achievement of the young people under our care. Consistency of experience is key. The pupils should experience a diet of good or better teaching throughout each day at school. Every student has the right to be successful. As a school we judge ourselves by the successful progress our students make and the results they achieve, across all students and key groups.

We believe in the potential of all our students and as staff we will strive constantly to help them achieve it. We believe in the importance of academic achievement but also value highly the personal and social education of all students. Underpinning everything we do is our core purpose of learning and teaching.

Our vision is to turn Friesland School from a Good school into an Outstanding one. Our current Ofsted judgement from May 2015 is 'Good'. We are currently living in a period of great educational change with new tougher specifications and accountability measures at both Key Stage 4 and Key Stage 5. We are striving on a daily basis to consolidate our 'Good' judgement whilst always maintaining our aspiration to become an 'Outstanding' school.

We believe the vision can be achieved by maintaining the school's traditional values and reputation that count for so much in the community. At the same time we must ensure that we meet the needs of all our students. This means that we must constantly refine and develop a curriculum that matches the right courses to the right students and one that offers progression routes allowing success for all. It must be a curriculum that is both innovative and engages all our learners. Students must both enjoy and be challenged by their learning. This requires strong strategic leadership from the Headteacher working with the Local Governing Body and Leadership Group to develop a fantastic team of talented staff and students.

2. Planned Admission Number

The Planned Admission Number (PAN) in this school is:
--

225

3. Criteria for prioritising admissions in Friesland School

The following criteria, in the order listed, will be used to allocate places if there are more applications than places available:

- a. Looked After children and children who were looked after but ceased to be so they were adopted (or became subject to a residence order or special guardianship order)
- b. Children living in the normal area (see note one) served by the school at the time of application.
- c. Where the child has a brother or sister attending the school at the time of admission. (see note two)

- d. Where there are medical grounds (supported by a Doctors certificate) for admitting the child. The medical grounds must make a case that is imperative that the child in question attends Friesland School rather than any other secondary school.
- e. Other children who live outside the normal area served by the school.

Children with Education, Health and Care Plans (EHCP) have a different admission process. If a child has an EHCP or parents are in the assessment process, it is important to have a discussion with the Headteacher about what to do next. There is more information in Part 1 of this policy.

In the event of that there are more applications than places available, Friesland School may need to ask for proof of the following when applying the criteria for prioritising admissions:

- Address
- Child's date of birth
- Copy of an adoption order, residence order or special guardianship order and a letter from the Local Authority that last looked after the child confirming that (s) he was looked after immediately prior to that order being made.

4. Significant Change of Circumstances

If a change of circumstances takes place after the closing date for applications but before all places have been allocated, then the change of circumstances will be taken into account within the allocation process.

If a change of circumstances takes place after all places at the school have been allocated the application will be added to the waiting list in a position which reflects the published priority criteria.

5. Appeals

When an application for a place at this school is unsuccessful, appeals will need to be made in writing addressed to Shirley Bartles at Friesland School, email address: sbartles@friesland.derbyshire.sch.uk.

6. Post 16

Conditions of Entry

A Level

A very positive attitude to learning is essential. English and Maths GCSE – minimum grade 4 but preferably grade 5 and above, plus at least 3 other GCSE's at grade 5 or above. Please note that individual subjects will have specific entry requirements, so it is crucial that our subject leaflets are read carefully please.

BTEC Level 2

A very positive attitude to learning is essential; especially during Year 11.

First priority will go to students who are currently on roll at Friesland School and can satisfy the conditions of entry for a particular course. However over 30% of Year 12 students will be external candidates. These students will be accepted on the basis of interview, using the following criteria for selection:

1. Young people who meet the necessary criteria who live within the normal catchment area of Friesland School.
2. Ability to cope with the courses applied for.
3. Availability of space on courses applied for.

Friesland School operates a policy of equal opportunity by which we do not discriminate on the grounds of sex, race, religion, physical disability or sexuality. The Sixth Form has disabled facilities.

7. Definitions

Looked After Children

The School Admissions Code 2014 states that 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 in accordance with section 22(1) of the Children Act 1989 at the time of making an application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

This includes children who were adopted under the Adoption Act 1976 and children who were adopted under section 46 of the Adoption and Children Act 2002. 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. 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).

Parent

Section 576 of the Education Act 1996 defines 'parent' to include; all natural parents, whether they are married or not; and any person who, although not a natural parent, has parental responsibility for a child or young person; and any person who, although not a natural parent, has care of a child or a young person. Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law. People other than a child's natural parent can acquire parental responsibility.

Catchment Area Details for the local authority where you reside are detailed in the below links or by visiting the residing authority websites.

www.derbyshire.gov.uk/education/schools/school-places/secondary-admissions/parents-guide/how-to-apply/find-your-nearest-school/find-your-nearest-school.aspx

Distance

In the event of over-subscription within any criterion, preference will be given to children who live nearest. Distance will be measured using the residing Local Authority distance calculation software.

Derbyshire:

The Children's Services Department has a Geographic Information System (GIS) to measure the straight line distance. It is measured by a standard straight line distance calculated to within two metres. This measurement is taken from the postal address file, normally the house front door. For schools the grid reference is taken from the postal address file and will normally be the nearest gate or entrance.

<https://www.derbyshire.gov.uk/site-elements/documents/pdf/education/schools/school-places/admissions/2021-2022/oversubscription-criteria-for-community-and-controlled-schools.pdf>

8. Note one/Note two

Note one

'Living in the normal area' is defined as the child having settled full-time residence in a property which is the child's only or main residence. Documentary evidence including proof of actual permanent residency at the property concerned may be required for example council tax or utility bills, sale or rental agreements.

We reserve the right to withdraw any offer of a school place which has been obtained as a result of misleading or fraudulent information.

Please note a place cannot be guaranteed for any child, even those living in a school's normal area.

Note two

The term brother or sister includes:

- (a) a half brother and/or a half sister
- (b) a legally adopted child being regarded as a brother or sister
- (c) a step-brother and/or step--sister residing in the same family unit

9. Linked Primary Schools

Ashbrook School
Cloudside Academy
Draycott Community Primary
Firfield Primary School
Longmoor Primary School
Risley Lower Grammar Church of England (VC) Primary School
Trowell CofE Primary School

Document management

Review cycle:	Every year
Next review due:	September 2020
Policy owner	Governance & Compliance Officer