

SUCCESS  AT

THOMAS
ESTLEY
COMMUNITY
COLLEGE

Community of courage and commitment to success

THOMAS ESTLEY COMMUNITY COLLEGE

Admissions Policy 2018

Reviewed by	Summary of changes	Date
Janine Hartley	No change to policy, equality impact statement incorporated, front cover added,	January 2018

Admissions Policy August 2018

Principle

The principle governing admissions is that we should provide for the planning and establishment of effective structures, procedures and practices which ensure continuity and progression in learning.

Purpose

The purpose is to ensure that as much as possible is done to secure smooth and trouble free admission to the College. To achieve this, it is essential that parents are clear about College practice and provision.

Terms used in this statement of College Policy are defined as follows:

Catchment Area

The catchment area of the College is a geographical area, the boundaries of which are determined by the local authority, Leicestershire County Council. Places for secondary education are made available at the College for children living within this area subject to the College's IAN.

Indicative Admission Number (IAN)

This number is set by the local authority (Leicestershire County Council) and applies to each year group. It is calculated on the amount of available floor space, and, where appropriate, the provision of specialist accommodation. The current IAN is 180. This gives a number on roll (NOR) of 900, though due to changes in the school structure, our NOR from September 2017 has been higher.

Practice and Provision

The College Governing Body follows the Admissions Policy of Leicestershire County Council as the maintaining local authority.

At present, the College does not select students for entry on the basis of ability. The College student population is comprehensive, all ability and well balanced.

In addition, College practice and provision have been developed in collaboration with local schools and colleges in the area. This statement of policy therefore amplifies the County Council and other College Policies applied in the local context.

Prospective parents are positively encouraged and given opportunities to visit the College. Formal meetings and Open College sessions during the working day are arranged each year for this purpose. Individual and small group requests are also met by arrangement with the Senior Leadership Team.

Priority for admission is obviously given to the child(ren) of those parents who live in the College catchment area as currently designated by Leicestershire County Council. This includes the villages of Broughton Astley, Cosby and Whetstone which is a shared catchment with Countesthorpe Leysland.

The College is always happy to consider application from parents who reside outside this catchment area.

The College receives a number of these each year. This provision of places is made up to the College Planned Admission Limited (See below: Particular Provision in Special Circumstances).

Additionally, it is essential that **ALL** students, regardless of home location, should conform to the expectations and standards of behaviour set out in the College code of Conduct and published in the College Prospectus.

All out of catchment admissions (for details, see below) go through the normal induction procedure for parents and students.

Applications late in the College year will involve a discussion with the Senior Leadership Team to consider in detail the relevant circumstances of the admission.

Should parents wish to transfer child(ren) from another Leicestershire school or college, then the College will always consult the school/college for relevant background information before making a decision about entry. Parents need to confirm such requests with the Allocations Section of LCC Education Department.

The College follows the LCC Sustainable Travel Group's transport policy.

Applications from parents who have a child with a Statement of Special Educational Needs are considered carefully. Leicestershire County Council, as the local authority, has the right of direction for these students. Due regard has to be given to the level of support and resources that can be offered to such students in the context of the overall provision within the College.

Particular Provision in Special Circumstances

Out of Catchment Applications

Parents considering an out of catchment application are advised and strongly encouraged to visit the College.

All out of catchment applications are dealt with by the Allocations Section of the Access and Welfare Unit in the Education Department of Leicestershire County Council.

The College has to give priority for admission to the children of those parents who live within the catchment area up to its Planned Admission Limit.

Over and above this priority, decision about out of catchment admissions are made depending upon spaces being available and according to the following criteria:

- Children who are in public care and those children who were previously looked after children
- Students who live in the catchment area
- Students who will have an older brother or sister attending the same school at the same time
- Students who have a serious medical condition or exceptional social or domestic needs that make it essential they attend the school requested. (Professional documentation confirming the situation must be submitted with the application)
- Students who will have attended a feeder school for at least two years before the time of transfer
- Students transferring to High School who will have an older brother or sister attending the linked Upper School at the same time
- Students basing their application on religious belief
- Students living nearest to the school measured in a straight line distance (home to school front gate)

Only the local authority (Leicestershire County Council) can confirm secondary school places to students, whether the child lives in the catchment area or otherwise.

Applications from Parents of Students who are Excluded or Disaffected

Each case is considered after consultation with the previous school/college and any other agencies involved.

It is the policy of the College to consider the well-being of **all** its students. The Principal and Governing Body would always consider the impact a child with proven difficulties would have on the existing College population.

The Principal and Governing Body also take into consideration the level of support offered by the local authority and all other agencies to ensure a successful transfer to a new school/college and to help with problems of integration into a new environment. The local authority's hard to place protocol applies to such students and their placement.

Monitoring, Evaluation and Review

This Policy undergoes ongoing monitoring by the Principal and the College Governing Body. This is done in association with partner Primary Schools and other Secondary Schools/Colleges in the family.

On the basis of this evidence, evaluation is undertaken by the Principal and local Heads.

In this way the Policy undergoes continuous development.

Equality Monitoring

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.

Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.

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Initial Equality Impact Assessment

Name/s of policy, procedure, or practice:	Admissions Policy
Date of impact assessment:	January 2018
Is this a proposed or existing policy, procedure or practice?	Existing
Is this model LA policy, procedure or practice for local adoption?	Yes / In Part / No / Don't Know
What are the overall aim/s or purpose of the policy, procedure or practice?	To ensure a fair and legal admissions procedure
Who is intended to benefit from the policy, procedure or practice?	All students

Equality Strand	Does the policy/ procedure/provision (including access to facilities) or proposed plan have an adverse or positive impact on people from these key equality groups?	If adverse impact, are there any changes or reasonable adjustments which could be made to the policy/procedure/ provision or proposals which would minimise any adverse impact identified? Please describe.	Areas for review/actions taken (with timescales and name of person responsible)
Race	No		
Gender	No		
Religion/Belief	No		
Disability	No		
Sexual Orientation	No		
Age	No		
Social Inclusion	No		
Community Cohesion	No		

Based on the impact assessment findings, and the reasonable adjustments in place, this policy is judged to be of **high/medium/low** impact against the above equality strands. (Delete as appropriate).

Initial Assessment undertaken by: Janine Hartley (Signed)

Copies circulated to P Bates for impact assessment file to include any actions in appropriate plans.

If high or medium judgement made, the monitoring sub-committee must consult appropriate equality group to gather appropriate monitoring data/consult on redrafting/consult on additional appropriate reasonable adjustments.