

Admissions Policy



ENFIELD
LEARNING TRUST
BE INCLUDED

Version and Date		Action/Notes	Date Written	Date to be Reviewed
1.0	01.12.16	Approved by Board of Trustees	November 2016	1 Year – 2017
2.0	06.07.17	Approved by Board of Trustees	June 2017	1 Year - 2018

Aims and scope

The Board of Trustees of the Enfield Learning Trust (ELT) is responsible for the admission of pupils into its schools. It will do so in accordance with the Department for Education's School Admission Code and School Admission Appeals Code and participate in Enfield Local Authority's co-ordination of admissions processes and its Fair Access Protocol.

This document provides guidance on how to apply for In-Year places at any time, and how to apply for Nursery and Reception places for September 2018. It sets out the administrative arrangements to prepare a child for entering the school once a school place has been offered and accepted.

The ELT is committed to providing a welcoming, safe and friendly environment for all children and their families in every one of its schools. This approach is illustrated at Appendix 1. It welcomes children of all religions and none and supports children of all abilities to reach their full potential. Equally, the ELT expects that the children and their parents/carers will endeavour to play their part in developing and maintaining a positive school community. The Behaviour for Learning Policy sets out in detail what is expected of both parents and children at the school. On admittance parents and pupils where appropriate will be asked to sign a home/school agreement.

Nursery and Reception admissions September 2018

The ELT schools offer part-time Nursery places and Reception places. If you wish to apply for a Nursery place for a child born between 1 September 2014 and 31 August 2015 and/or for a Reception Place for a child born between 1 September 2013 and 31 August 2014 please complete an Application Form online at www.enfield.gov.uk/admissions. If you need assistance to do this please speak to the school concerned.

School	Nursery Places	Reception Places
Bowes New Southgate	60	60
Bowes Southgate Green	30	60
Bowes Edmonton	30	30
Chesterfield	60	90
Hazelbury	60	150

Enfield Local Authority process all applications from Enfield residents. Full details of the supporting documents required, such as proof of address, are given online. Out of Borough applicants need to apply via the local authority where they live. You cannot apply directly to ELT schools for a place. The deadline for applications is 15 January 2018 and you will be notified whether you have been successful by the Local Authority in May 2018.

It is important to note that even if your child attends the Nursery you must still apply for a place in a Reception class in the same way as other applicants.

If there are equal or fewer applications than the number of places available everyone will be offered a place. It is important that you formally accept or decline a place if it is offered, so that the school can plan ahead.

If you have been offered and accept a place at an ELT School, you will be asked for further information about your family circumstances and be given full details of how your child will be helped to prepare for starting Nursery or Reception.

If there are more applications than the number of places available the following criteria will be used to determine who is offered a place.

Admission Criteria for the ELT Schools

After the admission of pupils with an Education, Health and Care Plan or Statement of Special Education Needs, the following criteria are used to decide which children should be offered places when there are more children wanting to go to a school than there are places available.

a) Children in public care (looked after children) and children who were adopted, or subject to residence orders or special guardianship orders immediately following having been looked after. This does not include children who were adopted or fostered without having been previously looked after;

b) Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached written statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested;

c) Children with a brother or sister who will be attending the school at the time of proposed admission. The children concerned must be living at the same address;

d) Children whose parent is a member of staff who has been employed at the school concerned for two or more years at the time of application and/ or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage;

e) Children living nearest to the school measured as the crow flies, that is, in a straight line from the child's home to the main entrance of the school. These calculations are done by the LA admissions service according to a standard formula. (Travel by private car or public transport is not taken into account).

Academy admission appeals

Any applicant refused a place has a right of appeal to an independent appeal panel established by the ELT which will publish its appeals information on its website annually.

Admission appeals complaints

The Education Funding Skills Agency (EFSA) receives any complaint made by an applicant about the way admissions appeals are carried out at academies.

Waiting lists

In addition to the right of appeal, unsuccessful applicants may be offered the opportunity to be placed on a waiting list. This list will be maintained by Enfield Local Authority in an order determined by the admission criteria set out above and not in the order in which applications were received or added to the list. Unsuccessful applicants will be consulted at intervals on whether they wish to remain on the waiting list, which will be maintained until the end of the academic year in question.

In-Term Applications and Admissions

Applications should be made on-line to the Enfield Local Authority and not directly to the school.

The ELT schools are committed to taking their fair share of children and young people who are vulnerable and/or hard to place, as set out in Enfield's fair access protocol. Accordingly, outside the normal admissions round, priority can be given to a child or young person where admission is requested under any local protocol even when this would mean exceeding the published admission number.

Play Sessions

Play session/s takes place in the School during the Summer Term which eases the transition into school. The sessions are for pre-school children, their parents/carers and siblings who have been allocated a place at the school. Parents/carers will receive a letter inviting them to attend the play session/s. Play Session/s help children and their parents/carers to get know school staff and the building – the children make friends with other children who will be in their class prior to starting school. The Play Session is an opportunity to demonstrate the value of play in the learning experience of young children – the activities provided are planned to offer aspects of the Foundation Stage curriculum

This policy will be reviewed on an annual basis by the Board of Trustees.

Signature of Chair of Trustees:	Signature of Chief Executive Officer:
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Appendix 1

Class Teacher's checklist for inducting new children	
Ensure that the child's name is written and pronounced correctly.	
Where possible have some classroom and resources reflecting the child's language, culture and/or religion.	
Discuss the new arrival with the class and the support they can give.	
Learn a few words in the child's own language and teach them to the class if possible.	
Ensure a few stress free activities are available for the child at the beginning.	
Show the child around the important areas of the class/school	
Ensure the child can indicate if the toilet is needed – use a symbol if necessary – and that somebody accompanies him/her.	
Set up a friendship buddy/ group.	
Inform any other staff working with the class.	
Allow time and space to settle.	
Provide opportunities for peer group interaction.	
Do not try to conduct formal assessments for at least two weeks.	
Recognise and celebrate important festivals.	
Be aware of possible trauma	
Ensure child feels welcomed, safe and secure	
Prepare books, pegs, labels, trays/boxes etc with the child's name.	