

# Queen Elizabeth School Admissions Policy 2022

<b>Approved by:</b>	Fenner Pearson	<b>Date:</b> June 20
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# Queen Elizabeth School Admissions Policy 2022

QES is a values led school with high expectations.

All students are admitted to QES without reference to ability or aptitude. Applications of Year 7 should be made through School Admissions with the relevant authority.

## Admission number

The Published Admission Number is 256. This is the number of children who will be admitted to the school in the Year 7 intake of September 2022.

## The Closing Date for Applications

The closing date for applications for September 2022 entry is 31st October 2021. Applications must be submitted using the Common Application Form which is issued by the Local Authority (LA) which in the case of the catchment area of Queen Elizabeth School encompasses Cumbria ([www.cumbria.gov.uk/schooladmissions](http://www.cumbria.gov.uk/schooladmissions)), Lancashire ([www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place](http://www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place)) and North Yorkshire ([www.northyorks.gov.uk/school-admissions](http://www.northyorks.gov.uk/school-admissions)) authorities. If parents/carers are unable to apply online, parents/carers could contact their child's current school for help or ring the LA direct (01228 221582 for Cumbria, 01524 581148 for Lancashire or 01609 533697 for North Yorkshire). More information about the application process is contained in the parent information pack published for parents by the 'home' authority and available on-line.

## Oversubscription Criteria

We believe in equal opportunities for all children wherever they are from, and from whatever background.

QES has been oversubscribed in recent years and where applications for admission exceed the number of places available the following criteria will be applied in the order set out below, to decide which children to admit:

1. looked-after children and previously looked-after children;
2. children of staff where a member of staff has been employed at the school for two or more years at the time which the application was made or the member of staff is recruited to fill a vacant post for which there is a demonstrable skills shortage;
3. where the child has a brother or sister attending a school in the Lunesdale Learning Trust at **the time of application** and this includes step siblings, adopted siblings or any other children living permanently at the same address;
4. where there are medical grounds for admitting the child. In this situation the application need to be accompanied by a doctor's letter which underlines the reasons why QES and not another school would best serve the needs of the applicant;
5. proximity of the child's home to the school, with those living nearer being accorded the higher priority (see separate explanatory note).

When there is over-subscription in 1, 2, 3 and 4 above, the distance criterion at 5 will be applied. In the event of a tie-break, random allocation will be used to decide who has highest priority for admission if the distance between two or more children's homes and the school is the same. This process will be independently verified.

### **Further explanatory notes:**

If the school is oversubscribed, the address of the parent with whom the child normally lives will be used in the allocation process. It is not possible to use an alternative address such as the address of a child's grandparents or childminder.

In some cases, where shared parental living arrangements are in place, a child's address may be difficult to determine. In these circumstances, the address used for child benefit purposes, i.e., the address of the parent claiming the child benefit will be used.

Residency at a particular address is a key factor in allocating places at oversubscribed schools. If the school offers a school place and then discovers that the offer was made on the basis of fraudulent or misleading information (for example a false claim to be living at an address), the school may withdraw the place.

Distance is measured using the school post code calculated as the crow flies. See website for further details about previous year's information.

An exception will be made for a child whose statement of special educational needs (SEND) or Education, Health and Care Plan (EHCP) names the school, provided the school can meet the child's needs and that meeting the need is compatible with the education of others.

### **The Right of Appeal**

Any parent not offered a place has a right of appeal to an Independent Appeal Panel. The panel would be entirely independent of the Governing Body. Any parent wishing to appeal should write to the Headteacher's PA at Queen Elizabeth School, Kirkby Lonsdale, LA6 2HJ setting out their grounds for appeal.

### **Waiting List**

In the event of over-subscription, Queen Elizabeth School holds a waiting list for places which may become available. All applications declined through the over-subscription process will be given the opportunity to be placed on the waiting list. Being placed on the waiting list does not remove an applicant's right to appeal. It is important to note that the waiting list does not operate on a first-come, first served basis and that places will be offered according to the over-subscription criteria if they become available.

Children who are allocated a place at Queen Elizabeth School in accordance with a Fair Access Protocol will take precedence over those on a waiting list.

### **In-Year Admissions and Outside Normal Admissions Round**

Queen Elizabeth School is responsible for handling its own In-Year or outside the normal admissions round applications. We work closely with Cumbria and Lancashire Local authorities and keep them fully informed of school year places and availability of places.

### **Pupil Admission Numbers for each Year group 2020-21**

<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Sixth Form</b>
256	256	130	130	See appendix 1

### **In-Year Applications**

All applications should be addressed to the Head teacher's PA Mrs Alison Bulman. Applicants and their parents will be invited for a short tour and a meeting with a member of the school's leadership team. The school will then apply its In-Year Admission criteria before deciding whether to offer a place.

**In-Year Admission Criteria:**

The following criteria is followed in order as outlined below.

1. looked-after children and previously looked-after children which extends to children who have been adopted or have become subject to a child arrangements order or special guardianship order;
2. the current number of pupils in the specific year group – please note, many of our year groups are full and currently have a waiting list;
3. pupils moving into the local area and it is no longer reasonable for them to travel to the current school;
4. the pastoral capacity in a specific year group as defined by the school's leadership team.

**Fair Access Protocol for the Placement of Vulnerable and Hard to Place Pupils**

Queen Elizabeth School works closely with Cumbria Local Authority and follows the Fair Access Protocol outlined in *Appendix 2*. Please note a Fair Access Protocol will take precedent over any other in Year Admission.

**Managed Moves**

In certain circumstances, it may be appropriate to move a pupil to another school to reduce the risk of the pupil being permanently excluded. In such circumstances QES follows the appropriate (Lancashire or SLF) managed move protocol and procedures see *Appendix 3*.

**Children who wish to transfer from another local school**

For children who wish to transfer from another local school QES will follow the SLF procedures outlined in *Appendix 4*.

# Appendix I

## Post 16 Admissions

Entry into Year 12 for students who have completed Year 11 elsewhere is very much welcomed.

There is no limit on the numbers of applicants in Year 11 at QES but all applicants, internal or external, must meet the academic entry requirements for the courses which they wish to take. We require everyone to make a formal application for Sixth Form courses and key dates for the process are on our website and updated annually.

All applicants are interviewed at least once to establish suitable courses. Discussions also take place regarding expectations, standards and the Sixth Form Contract as well as career progression and opportunities in the Sixth Form. We provide conditional offers in writing by May.

If more applicants meet the academic criteria than there are places available then the oversubscription criteria for Year 7 will be applied.

Occasionally *subjects* are oversubscribed as well; in which case we consider the following criteria:

- rank order of choices as placed on an applicant's application form
- academic suitability

Occasionally subjects are undersubscribed and we cannot offer the courses. Applicants would then be informed directly.

For Right of Appeal, see Year 7 admissions.

### **In-Year admissions**

We do not allocate places for Sixth Form in-year.

### **Admissions to Year 13**

It is assumed that Year 12 students will continue through in to Year 13. However, if a student's effort grades, approach to the Sixth Form Contract or internal exams suggest that the two year provision is unlikely to be suitable, supportive discussions about alternative routes take place with students and parents. We always put a student's best interests at the heart of these discussions.

We recommend that students at schools other than QES wishing to join us for Year 13 remain in their current school for the duration of the two year course.

## Appendix 2



# Fair Access Protocol for the Placement of Vulnerable and Hard to Place Pupils

## 1. Rationale

- 1.1. The School Admissions Code 2014 states all Local Authorities (LAs) must operate a Fair Access Protocol (FAP) and all admission authorities must participate in order to ensure that unplaced children, especially the most vulnerable are offered places promptly and at a suitable school.
- 1.2. Within Cumbria the FAP for secondary schools will be administered through area Fair Access Panels consisting of representatives from schools and the LA. The panels will take place within Inclusion Panel meetings in each area.
- 1.3. For primary school pupils requiring a place through the FAP the functions of the Fair Access Panel will be undertaken by the LA's School Admissions Team.
- 1.4. The Fair Access Protocol is not applicable to admissions made through the normal admissions round for primary, infant, junior or secondary schools.
- 1.5. Most in year admissions will continue to be processed through the normal admissions process, to which new arrangements have applied from September 2013.

## 2. Vulnerable and Hard to Place Pupils

- 2.1. This group of pupils do not have a school place and have difficulties securing one. The students will be typically drawn from those pupils:
  - Who have been excluded from other schools for more than 15 days in the last term;
  - Who have been out of education for two months or more;
  - Who attend Pupil Referral Units and need to be reintegrated into mainstream education;
  - Children who are or who have parents who are refugees or asylum seekers;
  - Who are homeless;
  - Who have a history of serious attendance problems i.e. 15% unauthorised absence within the last 6 weeks.
  - Gypsies, Roma or Travellers where there are additional needs;
  - Who are returning from the criminal justice system and need to be reintegrated into mainstream education;
  - Who are carers;
  - Who have unsupportive family backgrounds for whom a place has not been sought;
  - With special educational needs, disabilities or medical conditions (but without a statement);
  - Young people for whom there are no places available as a result of a shortage of places in the area.
  - Year 11 students
  - Children on the edge of care. The protocol does not apply to children looked after because they are covered by specific legislation.

### 3. The Panel

- 3.1. The panel should have senior leadership representation from **all** secondary schools.
- 3.2. The representatives should be nominated by the respective Head Teachers and membership should be rotated to ensure a full attendance at the meetings.
- 3.3. Panel representatives must have the authority of their Head Teacher to make decisions relating to the placement of students at the panel meeting.
- 3.4. The Area Reintegration Coordinator, Children Missing Education Officer, and Inclusion Officer in an advisory capacity.
- 3.5. Other officers/agencies where appropriate e.g. YOS.
- 3.6. The panel should appoint a chair in accordance with local arrangements.
- 3.7. The chairship may be rotated at a frequency determined by the panel.
- 3.8. The meeting will be serviced by the chair's organisation.
- 3.9. The minimum number of panel members to ensure a quorate body is two thirds of the members and the chair.
- 3.10. The referring body should present the FAP case at the panel meeting
- 3.11. The referrer should advise the family of the outcome of the meeting
- 3.12. School Admissions will write to parents advising of the offer a school place following the meeting.

### 4. Underlying principles

- 4.1. All schools and academies are to participate in this protocol.
- 4.2. Schools, academies and the local authority can refer cases to be considered under the FAP protocol.
- 4.3. Schools and academies wishing to refer an admission request under the FAP protocol should forward a copy of Form SA8 to the appropriate school admissions assistant for their school, setting out the basis for referral in line with the criteria set out in Section 2, above. The LA's Fair Access Coordinator (Access and Inclusion Manager) or Deputy Coordinator (School Admissions Manager) will decide whether the case should be referred to FAP or progressed through the normal in-year process.
- 4.4. If an admission request meets the FAP criteria parents/carers must be advised of the process, their right to pursue a 'normal' application should they so wish, and their right of appeal in accordance with the School Admissions Code.
- 4.5. To ensure consistency, all admission requests that meet the FAP criteria must be referred through the protocol.
- 4.6. Oversubscription in any year group/school and the availability of the admission appeals procedure must not be cited as a reason for exemption from this protocol; where there is a broad consensus that any given school represents the best placement for any FAP case, the school will admit regardless of oversubscription.
- 4.7. Parental viewpoints will be considered by the panel but will not override this protocol.
- 4.8. The pattern of placements will be closely recorded, monitored, and reported as appropriate to the Office for the Schools Adjudicator in the LA's annual report.
- 4.9. No school will be asked to admit a disproportionate number of pupils. No school to become a "receiving school". Proportionality shall take into account according to the size of school and the ratio of pupils with additional needs
- 4.10. All transactions will be fair and transparent.
- 4.11. Early intervention will be beneficial to both pupils and schools.
- 4.12. The decision to offer a place at a panel will be binding.

## 5. The Protocol

- 5.1. The referring body will provide the panel with all the relevant information regarding the pupils.
- 5.2. This information should be obtained from a comprehensive list of relevant agencies.
- 5.3. Relevant agencies will be invited to the panel meeting in an advisory role only.
- 5.4. The underlying principles of this protocol will form the basis of the decision making process.
- 5.5. As an outcome of the meeting each pupil will be offered a firm place at school.
- 5.6. No pupil should be without the offer of a school place for more than four weeks unless further assessment of their needs is considered essential.
- 5.7. All relevant admissions request information should be forwarded to the chair as far in advance as possible (ideally 10 days before the meeting). Exceptionally a late referral could be considered provided papers were circulated to the panel no later than three working days prior to a meeting so as not to delay a decision. With the exception of late referrals all paperwork will be circulated with the agenda to members of the panel at least one week before the meeting.
- 5.8. Minutes of the meeting should be circulated to all members of the panel, the referrer and the FAP Co-ordinators.
- 5.9. The Panel should meet at least every six weeks. The dates of the meeting should be agreed on an annual basis.
- 5.10. The School offering a place will contact the family to arrange admission.
- 5.11. The chair must maintain records and be able to account for their responsibilities as outlined in the protocol, including informing the LA of data pertaining to action taken as a result of the protocol.
- 5.12. In cases of normal admission, pupils should be on roll within 5 days of the action being agreed at the panel. In exceptional cases, where assessment is needed this may take longer as agreed with the LA.
- 5.13. In exceptional cases, where the meeting cycle will not allow admissions within timescales, the referring body will refer the exceptional case information to the chair who will circulate to the panel within 24 hours with the reasons. The panel is then required to reply to the chair with their possible action concerning admissions within 48 hours. The chair will inform the referring body of the outcome on the deadline. If no school place is offered the LA will determine provision.



## Appendix 3

# Protocol and procedures for Managed Moves between schools

### Background

In certain circumstances, it may be appropriate to move a pupil to another school to reduce the risk of the pupil being permanently excluded. Managed moves should be actively considered as a strategy for both prevention and response. In order to avoid a crisis managed move, if possible it is recommended that such consideration be brought forward in any action as part of the PSP. Managed moves should always be with the signed agreement of the pupil's parents/carers.

### Who might be involved?

Managed moves may be considered where it is felt that a fresh start, with an opportunity to develop new relationships, is likely to have a positive impact upon the pupil's progress. Consideration of a managed move will be considered in conjunction with a range of other federation inclusion measures.

Typical circumstances might include:

- A situation where the original school (usually within the federation but potentially elsewhere) has demonstrably exhausted all available procedures to deal with a series of serious incidents and this is supported by appropriate external services
- A one-off extremely serious incident, where the pupil's future at their original school has become untenable
- A genuine and demonstrable breakdown in the relationship between the original school and the child/young person's family
- Genuine movement of home into Cumbria in order to accommodate a child/young person who has demonstrable needs

### Choice of school

All federation schools will be included for consideration to receive a managed move regardless of over-subscription. Within this framework, every school will agree to consider pupils for a managed move, even if this means exceeding their published admission number. Consideration of an appropriate alternative school should form part of the discussion at the review meeting. When a move is under consideration, attention must be given to the data on moves held by Inclusion Advocates and if necessary advice should be sought on appropriate schools so that such moves are equitably distributed and there is a fair flow across the federation. Where Inclusion Advocates are asked to make a recommendation, this will be done as equitably as possible bearing in mind the specific circumstances of both the pupil and the school.

## Principles

The following principles should underpin all requests for managed moves:

- A managed move request should normally be initiated by the pupil's current (home) school.
- Full agreement of parents/carers must be obtained.
- The views of pupils to undertake voluntarily a move to another (receiving) school (or to alternative provision) should always be sought and considered.
- A managed move should form part of the pupil's Pastoral Support Plan (PSP) or equivalent.
- Normally, a managed move should be considered prior to permanent exclusion being implemented.
- Managed moves will last for an initial trial period of six weeks, with a set date for a formal review at which a final decision will be made about the permanence of the move.
- The home school will retain the pupil on its admission register throughout the trial move period. In association with the receiving school, it will also maintain a daily attendance register during that time.
- The home school should make the receiving school aware of any attendance or related emotional well-being issues
- The receiving school should admit the pupil with a plan tailored to the pupil's individual needs. This might, for example, include mentoring or a period of alternative provision alongside full mainstream school activities for the duration of the trial period.
- Funding will be transferred to the receiving school at the end of the trial period, only if the pupil is then formally admitted. This will be the AWPU funding for one full term following a successful transfer.



There may be other circumstances in which a managed move is deemed appropriate; this would be discussed by Inclusion Advocates.

## Procedures

The following procedures should be adopted:

- Initial discussions will be appropriate with the pupil, his/her parents/carers and relevant external agencies to determine the options available and the possibility of a managed move prior to arranging a review meeting.
- At the review meeting, the headteacher should consult parents/carers and the pupil about their views on a move to another school. Other professional advice may be sought as appropriate.
- If parents/carers agree that a move is appropriate, written consent should be obtained and they should also be asked whether they wish to nominate an alternative school(s). Parents should be informed that there is no guarantee that their request will be approved. Inclusion Advocates should be advised of such a request and may offer advice about its suitability.
- Alternatively, Inclusion Advocates may be asked to recommend a specific school at this stage. In which case, they should be provided with a full report of the reasons for the request and will take into account the distribution of previous moves within the federation. Inclusion Advocates will make appropriate arrangements in order to fulfil this responsibility in a timely manner.
- The home school will provide full supporting information relating to progress, attainment, behaviour and both the latest statutory annual review and the results of the emerging interim review, if the pupil has a statement of SEN. (The MM process cannot be used for EHCP students because a school has to be named in the statement.)
- If a managed move looks viable after a discussion at Inclusion Advocates then a more formal approach by the home school headteacher to the receiving school headteacher should take place.
- An initial meeting with the receiving headteacher, or representative, should include the pupil and his/her parents/carers and other professional staff, as appropriate. Once a start date has been identified, the home school will support the pupil until they are settled in placement.
- At any point in the process, the receiving school (or the home school) may refer the move to Inclusion Advocates for their consideration.
- Inclusion Advocates record all managed moves and records and supports the process with cases discussed as needed.



If the parents and the pupil are in agreement that the move will take place, the following arrangements should be agreed and recorded using the SLF Managed Move Transfer Request Form and form part of the pupil's Support Plan: (Copies of the paperwork should be retained by the home, receiving schools and relevant support services)

- The starting date for the trial period of the move.
- Any agreed attendance arrangements.
- The length of the move (usually six weeks) and the date set for the review meeting.
- The transfer and availability of documentation
- The arrangements for reporting and recording the pupil's attendance.
- Any other issues needing clarification such as transport, learning support, involvement of LA officers and other professionals.
- A date for the review meeting

If, after six weeks, the move is considered successful, the pupil will be supported solely by the new school and transferred to its register. It may be appropriate to extend this period by no more than four weeks if necessary. All remaining school records should also be transferred, together with the AWPU funding for one term.

If the six-week trial is unsuccessful by the receiving school, the pupil will return to the home school. In such circumstances, the receiving Headteacher should consult the home school before confirming this in writing to the parents/carers, the LA and the home school, specifying the date from which the pupil should return.

### **Assessment**

Where, as part of the review process, additional assessment is considered to be appropriate, this should be completed as a matter of urgency during the trial period so that, if necessary, opportunity can be taken for further intervention.

### **Transport**

When a change of school is considered necessary, decisions on transport will be taken by applying the same principles as those used for permanently excluded pupils and with regard to federation and Local Authority policy. Early notification to the Admissions Team should be made so that the most appropriate transport alternatives can be considered.

### **Maintenance of Data**

In order to monitor the frequency and effectiveness of managed moves, these should be reported to the monthly Inclusion Advocates' meeting and a record kept of the circumstances and outcomes. 'Out of federation' referrals will also be recorded and arrangements will be made to inform and liaise with other consortia where a federation school is being unduly affected by these 'external' referrals. Inclusion Advocates may, from time to time, advise on the pattern of moves and future suitability so that schools can be better informed.

## Appendix 4

### Agreement between schools and parents for in-year school transfers

SLF schools believe that wherever possible strong efforts should be made to enable students to stay in their school throughout their secondary education. Schools will work with parents to resolve difficulties. If circumstances are such that a parent believes the only way forward is that a change of school would be in the best interests of their child, then the school will support transition to a different school by supplying any relevant information to the receiving school.

Where it is agreed that it is on the best interests of the child to move and the school has the resources, then a place will be considered.

Where a move is agreed this will usually take place at the beginning of a new term.

The home school will:

- Ensure that parents / carers have access to relevant staff to discuss and try to resolve issues
- Ensure that appropriate provision has been explored and offered to support the child
- Provide all relevant information to the headteacher/relevant staff at the school where a place is being sought (completion of transfer document)

The parent(s)/carer(s) are strongly advised to:

- Attend meetings and speak to relevant staff to discuss and try to resolve issues
- Ensure that their child accesses and engages with provision offered by the school to support the child
- Understand that the headteacher of the school where a place is being sought will require relevant information from the home school (a transfer document will be completed)
- Understand that all schools have high expectations of work and behaviour
- Understand that establishing and maintaining relationships between peers and adults is the responsibility of everyone involved.
- Consider the implications if the move to a different school does not work; where will the child go next?

Signed \_\_\_\_\_

Date: \_\_\_\_\_

On behalf of the school

Signed \_\_\_\_\_

Date: \_\_\_\_\_

Parent / carer