

ADMISSIONS POLICY PART 2

Part Two – Ashfield School

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

1. Introduction to the school

At Ashfield School, we are very proud of our reputation for the high standard of teaching, behaviour and academic achievement. We have high expectations and encourage all students to meet them. As a school, we aspire to ensure that all of our students develop their full range of talents and fulfil their academic potential.

We understand the importance of a good school. You will expect teachers to take the time to know your child and nurture their talents. You will expect your child to be supported, inspired and challenged to do their best in a safe, happy and ambitious learning environment.

As a school, we expect our students and parents to fully work with our staff and Governors in setting and maintaining high standards. In a competitive and ever-changing world, our aim is to nurture resilient, hard-working and respectful citizens who will confidently take their place in the world and make their mark.

2. Published Admission Number

The Published Admission Number (PAN) in this school is:	405
--	-----

3. Criteria for prioritising admissions in Ashfield 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 all previously looked after children, including those children who appear to have been in state care outside of England and ceased to be in care as a result of being adopted. (or became subject to a child arrangement order, or special guardianship order)
- b. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school.
- c. Other children who live in the catchment area at the closing date for applications.
- d. Children who live outside the catchment area, but who are attending a linked primary phase school (see list at the end) on the closing date for secondary applications and who will have a brother or sister at Ashfield School at the time of admission.
- e. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister at Ashfield School.
- f. Children who live outside the catchment area but who are attending a linked primary phase school on the closing date for secondary applications.
- g. Other children who live outside the catchment area.

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 that there are more applications than places available, Ashfield 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, information about appealing the decision can be found here:

<https://www.nottinghamshire.gov.uk/education/school-admissions/appeal-a-school-admission-decision>

6. Post 16

The Published Admission number is 100. Ashfield School Sixth form is committed to providing places on an open-access basis. Our entry requirements are generic and indicative only. The sixth form is committed to recruiting with integrity. IAG is provided at all stages and takes into account a range of factors including GCSE score, predicted grade, actual grade and other factors. The Sixth Form reserves the right to refuse admission to a course in some cases, even where the generic requirements are met. This is in the interests of student success.

16-19 Study Programme Requirements

All our Post 16 pathways are designed to provide structure and a challenging personalised learning programme. Every student in Years 12 and 13 will study academic or vocational qualifications that are linked to their future plans.

Students who embark on a study programme who do not yet have a grade 4 or higher in Mathematics or English will be required to work towards the achievement of these qualifications as part of their programme.

The pathways that students follow will maximise progression opportunities onto the next stage of their education, employment or apprenticeship.

There are 2 pathways available in Key Stage 5: Academic or Vocational

- A levels and/or Level 3 Applied courses
- Vocational

Planned learning hours

In order to maintain funding from the EFA all students must be on a programme of above 540 planned learning hours. Students will not be accepted on programmes less than 540 hours.

Students who have not achieved a grade 4 in GCSE English or Maths must enrol onto a GCSE course or at least be working towards GCSE on a suitable alternative qualification. This is now a condition of funding.

This will be agreed with the student on enrolment and form part of their learning agreement. Subsequent changes to this programme must be agreed by the Post 16 LT, but the hours must not fall below 540, unless there are extenuating circumstances.

Student's programmes should also contain an element of work either experience or employability skills. Students will be given the opportunity to experience these aspects within their Year 12 programme.

Over subscription for Sixth Form

Should oversubscription criteria be required, the same criteria as Year 7 detailed in section 3 on page 1 will be used, **with the exception of Criteria d and f.**

Entry requirements

A Levels: You need a minimum of 6 GCSE's at Grade 5 or better (one of which must be English or Maths)

Individual subjects will also have set their own requirements. (See individual course descriptors for details.)

Level 3 Applied Courses: Ideally, you need a minimum of 5 GCSEs at Grade 5 or better (one of which must be English or Maths)

Vocational: You need to have an interview to decide upon your suitability for the course.

Application Process

Application for admission into Ashfield Post 16 are detailed below. An applicant will only be admitted into Post 16 provided they meet the admission criteria for individual courses; applicants must meet the minimum entry requirements to progress onto the appropriate level of study e.g. A levels or Level 3 qualifications. All those seeking admission into Post 16 must achieve the necessary grades for access onto the courses they have chosen.

Timetable for Application and Admission:

Students attend Open Evening	October
Open interviews and Tours for external applicants	October - July
Application form deadline for students at Ashfield	January
Interviews for students at Ashfield School	January
Interviews of students who require further advice / guidance	February-March
Offer letters sent	March
Induction Event/Taster Day	July
Publication of GCSE results	August
Post 16 Centre agrees enrolment/refuses admission	August/September

Progression into Year 13

Progression to Year 13 is not automatic. Ashfield Post 16 re-enrols Year 12 students onto Year 13 courses only if the standards laid out in this paragraph are met.

- Students have successfully completed their mock exams at a Grade D in January of Year 12. If students are not successful in their mock exams, they have the opportunity to take a resit mock exam in March, which they must pass at a Grade D.
- To continue with an A-level course a student must have achieved a D or above in the subject in their end of Year 12 exams (AS external exam or internally assessed exam).
- To continue with a BTEC course, a student must be in line to achieve at least a Merit or above in the subject.
- Students must have greater than 95% attendance and no unauthorised absence, except in

the case of students with known mental or physical health concerns under the supervision of a hospital consultant.

- There must be no outstanding disciplinary concerns known to the Head of Year 12. Where a written warning has been given to a student about conduct and a contract has been agreed, a student must have met any conditions specified in the warning.

If a student is not successful in 1 or 2 courses by the start of Year 13, Post 16 will recommend they start new courses to make up the minimum of three. This means that a student may be a “Year 14” student in due course.

If a student has no viable courses to start Y13, Post 16 will recommend a restart where the student chooses 3 new courses/new vocational pathway. For reasons relating to funding, and for other reasons, any student repeating Year 12 must do so with a different selection of courses. Again, this student may be a “Year 14” student in due course.

No student will be asked to leave Post 16 in these circumstances, unless they have contravened the attendance or disciplinary policy.

Progression into Year 14

Progression into Year 14 follows the same procedures and criteria as progression into Year 13. The expectation is that students follow 3 Level 3 courses in Year 14 or a vocational pathway. In exceptional circumstances, students may only follow 2 courses to support their progression beyond 19.

Typical Year 12 Schedule for Level 3 students

- 3 or 4 courses – academic/ vocational
- Course contact time – 9 hours per subject fortnightly = 27 or 36 hours
- 15/20 hours of learning outside of lessons (minimum)
- 3 X 20 minutes tutor time
- Enrichment

Typical Year 13/14 Schedule for Level 3 students

- 3 courses – academic, vocational, blend
- Course contact time – 9 hours per subject fortnightly = 27 hours
- 15 hours of learning outside of lessons (minimum)
- 3 X 20 minutes tutor time
- Enrichment

Please Note

- We will endeavour to personalise the learning of all students to match their needs.
- Individual A Level subjects may have specific minimum GCSE grade requirements.
- The subjects listed will be offered at the Post 16 Centre subject to sufficient demand and staffing availability.

For further information please contact Linda Maguire on 01623 448854

7. Definitions

Looked After Children

The Schools Admission Code 2020 states that a looked after child 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 the school.

A child is regarded as having been in state care outside of England if they were in care of or were accommodated by the public authority, a religious organisation, or any provider of care whose sole or main purpose is to benefit society, Section 23ZZA (8) of the Children Act 1989, Section 4 of the

Children and Social Work Act 2017.

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).

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 April 2014, is deemed to be a child arrangement order.

Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian/s.

Residence

This is defined as the child's ordinary place of residence which is deemed to be the residential property at which the child normally and habitually resides with the person or persons having parental responsibility for the child at the time of completion of the application form. If a child's parents live at separate addresses, whichever of the two addresses the child permanently spends at least three school nights, ie, Sunday, Monday, Tuesday, Wednesday or Thursday will be taken as the place of residence. Addresses of other relatives or friends will not be considered as the place of residence even when the child stays there for all or part of the week. Proof of residence and other evidence from the court regarding parental responsibilities in these matters may be required.

Sibling (Brother and Sister)

This is defined as being those children who share the same biological parents. This includes half-brother or half-sister or legally adopted child living at the same address as the child.

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.nottinghamshire.gov.uk/schoolcatchments,

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.

Nottinghamshire:

Distances are measured from the main administrative point at the school campus to an address point (using eastings and northings as defined by Ordnance Survey) to the child's home using Nottinghamshire County Council's computerised distance measuring software.



<https://www.nottinghamshire.gov.uk/education/school-admissions/apply-for-a-school-place>

8. Linked Primary Schools

The West Park Academy
Kirkby Woodhouse School
Woodland View Primary School
Mapplewells School
Orchard School
Greenwood Primary School

Document management

Review cycle:	Every year
Next review due:	September 2021
Policy owner	Governance & Compliance Officer