



ADMISSIONS POLICY

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RIDGMONT LOWER SCHOOL ADMISSIONS POLICY

Children are admitted to the school without regard to ability or aptitude. The number of admissions for the year commencing 1st September 2020 will be 15 for each year group. Ridgmont Lower School welcomes children of nursery age on a part-time basis (9.00 a.m. until 12.00 p.m.) in the term following their third birthday as follows:

September Admissions:

Children who have their third birthday on or between 1st April and 31st August inclusive.

January Admissions:

Children who have their third birthday on or between 1st September and 31st December inclusive.

April Admissions:

Children who have their third birthday on or between 1st January and 31st March inclusive.

Children will be offered a full-time place in Reception Class in the term following their fourth birthday as follows:

September Admissions:

Children who have their fourth birthday on or between 1st April and 31st August inclusive

January Admissions

Children who have their fourth birthday on or between 1st September and 31st December inclusive

April Admissions

Children who have their fourth birthday on or between 1st January and 31st March inclusive

The Governing Body have agreed that Ridgmont Lower School will adopt the policy followed by Central Bedfordshire Council as follows:

The Published Admission Number for the school is 15.

The designated measuring point of the school is the Headteacher's office.

If there are fewer applications than places available at the school all applicants will be admitted. If there are more applications than places available, the criteria below will be used to prioritise applications. The admissions criteria will be applied separately and sequentially until all places are filled. Priority is not given within each criterion to children who meet other criteria.

- 1) All 'looked after' children and all previously 'looked after children', including those children who appear to the Council to have been in state care outside of England and ceased to be in state care as a result of being adopted.
- 2) Children of staff
- 3) Children living in the catchment area with siblings at the school
- 4) Children living in the catchment area
- 5) Children living outside the catchment area with siblings at the school
- 6) Any other children

Tiebreaker

Straight line distance will be used as a tiebreaker in each criterion where required to determine the allocation of places. The distance the pupil lives from the school which is measured in a straight line, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority. The Local Authority will measure the distance from the address point of the pupil's home to a point on the school site agreed with the governing body of the school, which is known as the designated measuring point. In the event of (a) two or more children living at the same address point (e.g. children resident in a block of flats) or (b) two addresses measuring the same distance from the school, the ultimate tie-breaker will be random selection, using the Synergy Admissions database to allocate the place.

Pupils with an Education, Health and Care Plan

In accordance with the Education Act 1996, children with an Education, Health and Care Plan are required to be admitted to the academy/school named in the Plan and will be allocated a place ahead of those without an Education, Health and Care Plan in the allocation process. Thereafter the admissions criteria for each academy/school will apply to those children without an Education, Health and Care Plan. After allocations have been made, if an application is made late or is received as part of the in-year process, pupils who have an Education, Health and Care Plan are required to be admitted to the school which is named on the Plan, even if the school is full.

Admission arrangements for children with Disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act.

The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the school's policy to accommodate pupils with disabilities should parents wish their child to attend the school. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils. The School strives to ensure that whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010.

For admissions please visit the Central Bedfordshire Council website at https://www.centralbedfordshire.gov.uk/info/5/school_admissions

We will use our best endeavours to ensure that no child is unable to attend Ridgmont Lower School because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto school grounds at all entrances
- Whilst there is no designated disabled parking, parents are encouraged to park in the staff/visitor car park should they wish
- The building is on one level
- Wheelchair access into the school at the all entrances. Doors are fully accessible.
- Exterior lighting to improve evening access
- Children's low level toilets and one adult accessible toilet

Fair Access Protocol

All Local Authorities must have a Fair Access Protocol which operates outside of the arrangements of co-ordinated admissions (i.e. those children being admitted to the point of entry at an academy/school) to ensure unplaced children, especially the most vulnerable are offered a suitable school place. Pupils identified for admission through the Fair Access Protocol will be admitted even if the school is full.

Unsuccessful applications

Waiting List

All unsuccessful applicants will be added to the waiting list which will run until the end of the academic year (July 2024). Waiting lists are ranked solely by the published oversubscription criteria for the school. The list will be ranked each time a child is added to the waiting list.

Appeals

If a place cannot be offered at Ridgmont Lower School applicants have the right of appeal. All appeals are heard by an independent panel. Information regarding the appeal process will be sent to all unsuccessful applicants when notified of the outcome of their application.

Definitions of Admissions Criteria:

'Looked after' children

A 'looked after' child is a child in the care of a local authority as defined by Section 22 of the Children Act 1989. In relation to school admissions legislation a 'looked after child' is a child in public care at the time of application to a school.

Previously 'looked after' children

A previously 'looked after' child is a child who was 'looked after' but ceased to be so because they were adopted or became subject to a residence order or a special guardianship order.

Children who appear to the Local Authority to have been in state care outside of England and have ceased to be in state care as a result of being adopted

A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.

Children of staff

Permanent full or part-time staff who have either been employed at the school for two or more years at the time of application or recruited to fill a vacant post where there was a demonstrable skill shortage. The relationship to the child is defined as by blood or adoption or with legal parental responsibility and living with the child in the same house Monday – Friday.

Catchment area

A catchment area is a geographical area from which children are given priority for admission to the particular school. Please see www.centralbedfordshire.gov.uk/admissions for more information on school catchment areas.

Sibling

A sibling refers to a brother or sister, half brother or sister, step brother or sister, adopted brother or sister or fostered brother or sister where foster care has been arranged by a Local Authority or the child of the parent / carer's partner, and in every case, the child should be living at the same address. The sibling must be in the school at the time of application and be likely to remain in the school at the proposed date of admission. In the scenario where one twin or a child from multiple birth has an EHCP, the other twin or children from multiple birth will be considered as a sibling once the school named on the EHCP has been finalised.

Any other children

Pupils who do not meet any of the higher criteria will be prioritised by the distance with those living closer to the school receiving the higher priority. Using their computerised measuring system, the Local Authority will measure the straight-line distance from the address point of the pupil's home to the designated measuring point for the school, as agreed with the school's governing body.