



ESPRIT Pupil Admissions Process

Committee	Trust Board
Approved on:	September 2018
Next Review date	July 2020
Updated/Reviewed on	



Introduction

ESPRIT Multi Academy Trust is committed to safeguarding and promoting the welfare of children and their families within our academies. The admission and induction of all 'new to school' children and their families is an important part of school life and is essential in maintaining and developing the child centred ethos of the schools. It is important that we invest time and effort to help each new child to settle quickly and happily into school whilst maintaining high expectations and standards.

Aims of our process:

Once a child has accepted a place within one of our schools we aim to provide all children with a programme of structured support and guidance appropriate to their individual needs and circumstances to enable:

- a successful, confident and happy induction into the school;
- mutually respectful relationships with staff and peers;
- an informed, shared knowledge that facilitates individual, child centred provision and support for all needs

Roles and Responsibilities

The Principal is responsible for the induction of new children. This responsibility will usually be delegated to the Personal Development, Behaviour and Welfare (PDBW) team, Office Manager and Class Teacher.

There are two types of admission to our schools.

1. **Normal Admission - this is in September for all classes and also in January and Easter for Nursery**
2. **In Year Admission – this is for any admission that is not within the Normal admission round.**

Admissions Process

Parents wishing to apply for a place at Hamilton Academy, Northwood Broom Academy or Grove Academy can apply online at www.stoke.gov.uk/admissions or complete the Admission Application Form, which is available from the academy. This should then be returned directly to the academy or to the Local Authority by the published closing date. **Paper forms are only available for late applicants or those with additional needs that preclude the use of the on-line system.**

1. Normal Admission

Once the school receives the Admission application form, the details of the pupil will be loaded onto the cloud. The pupil will be added into existing admission arrangements for new Nursery and/ or Reception and/or Y3 pupils. For other year groups new admission pupils will be added to existing transition arrangements for pupils already attending the school.

2. In Year Admissions

Admissions into year groups other than at the normal point of entry will be on an in year transfer application form, directly to the Academy and the allocation of places will be made in line with our admissions process.

- ✓ Governor's Admissions panel meets every 2 weeks

- ✓ Parents will be given the date of the next Admissions panel
- ✓ Pupil details will be added to cloud and next Admissions panel for discussion
- ✓ Contextual information of class/ cohort will be gathered
- ✓ Contextual information of pupil will be gathered
- ✓ Admission case will be presented to Admissions panel
- ✓ Decision will be made and outcome shared with parents and cloud will be updated

The admission of pupils with an Education Health Care Plan (EHCP) are dealt with by a separate procedure. These children will be admitted to the Academy if our school is named on the EHCP and will be placed first. This is a statutory entitlement under S.324 of the Education Act 1996.

RIGHT OF APPEAL

Parents/carers who are dissatisfied with the outcome of the Admissions panel have the right to appeal in line with Stoke on Trent LA Admissions Appeal process.

https://www.stoke.gov.uk/info/20033/school_admissions/182/appeal_against_a_school_admission_decision

Pupil Induction Checklist to be completed (Appendix 1) and stored in class Inclusion file until submitted to Academy Principal

SELECT ADMISSION TYPE			
STAGE	Normal School Admission	In year Admission	Lead
1.1	Pupil admissions application is received and loaded onto the cloud.	Pupil admissions application is received and loaded onto the cloud.	Office
Stage 1.2	HSLW requests transition information from previous school if appropriate PDBW Team (and/or Early Years Leader for new to Nursery/Reception children) to liaise with previous settings & professionals involved. 'Additional information' sheet or EYFS Transition Information Sharing Document (New to Nursery/Reception Only – is sent out to previous setting/school/academy	HSLW requests transition information from previous school if appropriate PDBW Team (and/or Early Years Leader for new to Nursery/Reception children) to liaise with previous settings & professionals involved. 'Additional information' sheet or EYFS Transition Information Sharing Document (New to Nursery/Reception Only – is sent out to previous setting/school/academy	HSLW
1.3	Senior staff agree class allocations and induction/ transition timetables – uploaded to school calendar.	Governor admissions panel MAKES DECISION within 2 weeks of application AND THIS IS SHARED WITH PARENTS AND UPLOADED TO CLOUD. If information is not gathered Governors can defer the decision to the following panel meeting. If place is offered the Induction process begins.	Office
1.4	Induction Pack given/sent to family by the office. This includes: <ul style="list-style-type: none"> • a welcome letter • Pupil data collection form • Parental Responsibility declaration • Infant free meal registration form • Equality Act Information and Disclosure • School permissions/consent • Photographic consent form • Home-School agreement • Code of Conduct for parents 		HSLW
1.5	Pupils / parents will receive a whole cohort 'Welcome' meeting.		

1.6	<p>All pupils will receive either a home visit or school based meeting. This will be decided according to individual circumstances and will be at the discretion of the Academy Principal.</p> <p>a. Individual meeting at school</p> <p>b. Home visit meeting</p> <p>Purpose of meetings (a) and (b)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child must be present in order to develop mutually respectful and trusting relationships with parents/carers, the child, class teacher and teaching assistant 	
	<ul style="list-style-type: none"> • Child centred planning to meet individual needs including welfare, SEN/D, medical and language provision as identified induction documentation. Risk assessments and medical care plans will be completed at this meeting • HSLW would attend with relevant practitioner, e.g. class teacher/keyworker/ SENCo. • Where there are siblings across the MAT then HSLWs from each school will attend. • Team to offer a welcome tour of environment and facilities • Family must bring completed induction paperwork to the meeting. <p>Any outstanding Information to be gathered at the meeting and shared/discussed including:</p> <ul style="list-style-type: none"> • Pupil induction booklet • Volunteer request form • Holiday dates • Latest class newsletter with diary dates • Menus - payment • Attendance policy – share high expectations • Uniform Policy – share high expectations • Behaviour policy – signpost to website – share high expectations • Class specific routines and expectations including homework, PE, swimming, newsletters/current topics. • Discuss/gather a signed copy of the Home School Agreement and Code of Conduct for Parents <p>Relevant meeting Record Sheet to be completed</p>	
1.7	<ul style="list-style-type: none"> • Where necessary additional meetings with parents and the Inclusion team and ‘other’ professionals will be planned. • Agree/highlight all Stage 1 as completed in full (Induction Booklet) • Plan Stage 2 for the graduated induction to school (as Induction Booklet in the Induction Pack) Welcome text to be sent to parents/carers <input type="checkbox"/> SIMS updated 	HSLW Office
1.8	Academy Principal, Deputy/Assistant Principal for PDBW given highlighted Stage 1 information and made aware of pupil and induction initiated	HSLW/ OFFICE

2	<p>Induction criteria implemented for all children</p> <ul style="list-style-type: none"> • Child separates happily from main carer • Child has an established relationship with a buddy • Child and parents/carers have positive relationships with the class teacher • Child has a developing friendship group • Child is enjoying school • Child is secure and confident within the classroom and wider school environment • Child will follow simple instructions/respond positively to adult direction <input type="checkbox"/> • Child will follow the class and Golden Rules 	
	<p style="text-align: center;">INDUCTION VISIT RECORD/COMMENTS</p> <p>Class Teacher/TA to record detail, dates and times of induction sessions at stage 2 <i>NB: If more than 3 sessions are needed at stage 3, The Inclusion Leader must be informed and a parent review arranged to discuss barriers. SLT to be informed</i></p>	
3	<ul style="list-style-type: none"> ✓ All induction paperwork to office after 2 weeks full time (Class Teacher) ✓ Induction process completed (Office Staff sign off & file all documentation) ✓ Baseline levels added to DCPro within 2 weeks of starting school ✓ Child's photo added to DC Pro within 2 weeks of starting 	CT Office CT CT