



# Admissions Policy 2022/23

Audience:	Parents School staff Local Governing Bodies Cluster Boards Trustees
Approved:	Trust Board Local Governing Body Headteacher
Other Related Policies:	
Policy Owner:	Calum Marriott
Policy model	Compliance
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## Introduction

Copperfield Academy is a primary academy located at Dover Road East, Northfleet, Kent DA11 0RB, and is part of REAch2 Academy Trust (the Trust).

The Trust is the 'admission authority' for all of its academies, and has developed an Admission Policy which is compliant with the School Admissions Code 2014 (the Code) and other guidance/legislation using a Trust-wide approach to admissions, following public consultation. The Trust's aim is to ensure all of its academies have simple, consistent admission arrangements that focus on serving the local community and reflect the Trust's vision and values.

More information about the Trust is available on its website: [www.reach2.org](http://www.reach2.org)

Here, at Copperfield Academy, children are at the centre of all we do.

We have redefined our vision to

'Children are our Priority, Change is the Reality, Collaboration is our Strategy'

We have been through challenging times and now is the time to ensure we provide the highest standards of care and education.

In our school everyone is cared for as a unique individual. We will help the children to acquire effective social and communication skills so that they can in turn show that they are caring people, respectful of the diverse world in which we live and tolerant of others' beliefs.

We are a family community, committed to working with parents to prepare their children to be life-long learners and contented citizens who will one day make a positive contribution to our world.

We believe in challenging every child to achieve the very best they can. We believe that intelligence is not fixed but that with challenging experiences there is no limit to ability. We will strive to provide high-quality first teaching and learning to make this happen.

Our REAch2 Touchstones of Enjoyment, Inclusion, Inspiration, Integrity, Learning, Leadership and Responsibility underpin the expectations we have of ourselves, how we act towards each other in our school and outside in the community.

We believe that learning is a life-long process: we are all learners trying to get better in every aspect of our lives, summed up in our new motto

'Challenge and Aspiration – Learning for Life!'

Education is an essential ingredient for future success. By taking the time to build character in every child through our ethos, code of conduct, curriculum and values'-led assemblies, we can teach and nurture all our children to be successful.

The local community will ultimately have a school to be proud of because we are not afraid to make our expectations clear and ensure they are followed. We will not compromise on a thorough grounding in literacy and maths; however, our curriculum will become exciting, motivational and strongly reflect an engagement with 21st century technologies.

More information about the School is available on its website: [www.copperfieldacademy.org](http://www.copperfieldacademy.org)



At REAch2 Academy Trust, our actions and our intentions as school leaders are guided by our Touchstones:

- |                       |                                                                                                                                                                 |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Integrity</b>      | We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour            |
| <b>Responsibility</b> | We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements                 |
| <b>Inclusion</b>      | We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style                 |
| <b>Enjoyment</b>      | Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved       |
| <b>Inspiration</b>    | Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full |
| <b>Learning</b>       | Children and adults will flourish in their learning and through learning discover a future that is worth pursuing                                               |
| <b>Leadership</b>     | REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual                |

## Published Admission Number (PAN)

The PAN is the number of pupils the school will admit into Reception. The admission number for Copperfield Academy is 60 pupils.

The school will accordingly admit this number of pupils if there are sufficient applications. Where fewer applications than this are received, the Academy Trust will offer places at the school to all those who have applied.

Applications in the 'normal round' (that is the main cycle of applications for Reception places from the beginning of the school year) are administered on behalf of the Academy Trust by {Insert name of Local Authority} in accordance with the local coordinated scheme.

## Statutory Maximum Infant Class Size

By law, infant classes (i.e. classes in Reception Year, Year 1 and Year 2 class) with a single school teacher are not permitted to contain more than 30 pupils, except in certain circumstances as set out below.

Some children are deemed to be 'excepted pupils', which means that they can be admitted to year group over its PAN and into a class over 30 pupils. These include (but are not limited to) children with an EHC plan and looked after children and previously looked after children placed outside the 'normal admission round'. Further information is contained in the Code.

## Equality

The Trust and the School are familiar with, and fully comply with, their duties and responsibilities under the Equality Act 2010 in relation to children with protected characteristics, and this policy has been developed with regard to those responsibilities.

## Meaning of 'Parent'

In this policy, the term 'parent' means a natural or adoptive parent of the child, as well as a person who is not the natural or adoptive parent of the child, but who has care of the child, or parental responsibility for the child. This is the legal definition of a 'parent' in education law.

## Home Address

The 'home address' is considered to be the address at which the child resides on a permanent basis or is 'ordinarily resident'. This is generally the address of the parent/carer. In some cases, children may be 'ordinarily resident' for the majority of the school week, including overnight, with another relative or carer, such as a grandparent. This may also be the case where a child resides between two parents at different addresses following the breakdown of the parental relationship. Where this is the case, the application may be processed on the basis of that address (where the child resides for the majority of the school week) and proof of address and residence arrangement will be required with the application. The child must be living with the parent, relative or carer 24 hours per day, for the majority of the school week. Arrangements where parents can leave and collect children from another relative or carer on a daily basis will be regarded as childcare arrangements, and the child

will not be deemed to be 'ordinarily resident' with that person. In all cases we expect that the adult with whom the child is 'ordinarily resident' receives the child benefit for the child (where eligible).

The exceptions to this rule are the children of UK Armed Forces service personnel with a confirmed posting to their area, or Crown Servants returning from overseas to live in the area, for whom an application for admission may be made in advance of their move where it is accompanied by an official letter that confirms the intended relocation date and a Unit postal address or quartering area address for the child.

## Children at the School's Nursery

Parents should note that children who attend the School's nursery will not automatically transfer to Reception Year at the School. An application for admission to Reception Year must be made in the normal way.

## Children with an Education Health and Care Plan (EHC Plan)

Children with an education health and care plan (EHC plan) are admitted to school under separate statutory procedures managed by the child's Local Authority, and not under this policy.

Where the child with an EHC plan which names the School will be admitted in the 'normal admission round', they will be allocated places in Reception Year before other applications are processed, which will reduce the number of available places within the published admission number (PAN). At all other times, the child will be admitted even where this means exceeding the PAN.

## Oversubscription criteria

When the school is oversubscribed (that is, there are more applications than places available), after the admission of pupils with an Education, Health and Care Plan that names the school, priority for admission will be given to those children based on the criteria set out below, in the order shown:

1. Looked after children and previously looked after children, as set out in definition 1 on page 5.
2. Previously looked after children outside of England.
3. Children with siblings in the school
4. Children of school staff fulfilling a skills shortage role
5. All other children

## Definitions relating to the criteria

1. 'Looked after children' are (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 England. (see definition in Section 22(1) of the Children Act 1989). 'Previously looked after children' are children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangement

order, or special guardianship order. These definitions are set nationally, by the Department for Education.

2. 'Previously looked after children outside of England' who were in state care outside England, and ceased to be in state care as a result of being adopted will be allocated cases under this category. Children will be regarded as having been in state care outside 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. Applicants under this criterion will also need to fill in a Supplementary Information Form (SIF) evidencing state care outside of England. The SIF is available from the school website or school office.
3. 'Siblings' - For applications made in the normal admission round a relevant sibling is a child who has a brother or sister, adopted brother or sister, stepbrother or stepsister, foster brother or sister, or the child of a parent's co-habiting partner; living in the same family unit in the same family household and address who attends the school in any year group excluding the final year. Biological and adopted siblings who attend the preferred school in any year group excluding the final year will also be treated as siblings irrespective of place of residence. Children residing in the same household as part of an extended family, such as cousins, will not be treated as siblings. For mid-year applications a sibling is a child who has a brother, sister, adopted brother or sister or stepbrother or stepsister living in the same family unit in the same family household and address as a child who attends or has been offered a place at the preferred school at the time of application and determination and with a reasonable expectation that the sibling will be attending at the time of admission.
4. This option is only available for all staff with a permanent contract to work at the school (and not employees in REAch2 cluster or central teams); it will be subject to confirmation by an independent REAch2 non-executive that, on the evidence available, the member of staff is recruited to fill a post where there is a demonstrable skills shortage. Staff must contact the school Headteacher when applying for a place under this criterion. The Headteacher will provide a letter to the Admission Authority and Local Authority Admissions Team confirming the staff members full time employment.
5. 'All other children' refers to all applicants who do not fall in to any of the categories above.

## Tie Breaker

Where the number of applications exceeds the number of places available within any of the categories above, the order in which places will be allocated will be determined by reference to the distance between the child's home address (as defined by this policy) and the School, with those living nearer receiving higher priority.

For most children applying for schools, this last criterion is the most important one, as those children who are living nearer to the school usually get a higher priority for places than children who live further away. It is therefore very important that when you complete your RCAF/JCAF, you give us your correct address for admissions purposes. You can find more information about what address you should use in the next section.

Maps and internet based measuring tools will give you an indication of the distance from your address to a school, however, this is only an indication. The distance provided by Kent County

Council's measuring software will be used for all applications to Community and Voluntary Controlled schools to ensure they are treated in a consistent manner. Kent County Council's measuring software is updated each year with the latest address point data provided by the National Land and Property Gazetteer (NLPG). Where applications are made from new build properties that are not registered to the NLPG, KCC may be required to temporarily use planning co-ordinates.

The address point reference we have for your property is taken as one end of a straight line, with the address point reference for the school as the other. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each child's address is to the school.

Kent County Council does not specify where the point will be for each property. This means that address points are not necessarily taken from each property's front door, a central point or any other defined point. The address point is the location recorded in our software for your home and it may fall anywhere within your property boundary.

A block of flats has a single address point reference, so applicants living in the same block will be regarded as living the same distance away from a school. In the unlikely event that two or more children have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

Voluntary Aided, Foundation, Academies or Free schools may measure the distances between the child's home and the school differently. For further information, please contact the school.

Where it is not possible to separate two or more applications because the children concerned live an equal distance from the School, the order in which places are allocated will be determined by the drawing of lots in front of an independent witness.

Where multiple birth siblings (twins and triplets etc.) from the same family are tied for the final place, we will admit them all, as permitted by the infant class size rules and exceed our PAN.

## Late applications

All applications received on or by the 17 January 2022 will be considered equally. Late applications can be accepted for good reasons until 11 February 2022. All applications received by the Local Authority after the deadline will be considered to be late applications. These will be considered after those received on time. If all available places are allocated to children whose applications were received on time, parents or carers who have made a late application may request that their child is placed on the school's waiting list

## Deferred entry for Reception places

Parents/carers offered a place in Reception for their child have a right to defer the date their child takes up the place, or to take the place up part-time, until the child reaches compulsory school age. Children reach compulsory school age on 31 August, 31 December or 31 March – whichever of those three dates follows (or falls on) the child's 5<sup>th</sup> birthday.

Places cannot be deferred beyond the beginning of the summer term of the school year for which the offer was made.

## Admission of children outside their normal age group, including for 'summer-born' children

Parents or carers may request that their child is admitted outside their normal age group. To do so, they should include a written request with their application, setting out the year group in which they wish their child to be allocated a place and the reasons for their request. When such a request is made, the Admission Authority will make a decision on the basis of the circumstances of the case, based on their professional judgement of what is in the best interest of the child, taking account of the evidence and rationale provided by the parents/carers.

## Waiting lists

Where the school receives more applications for Reception places than there are places available, a waiting list will operate until 8 June 2022, after which parents/carers must re-apply for a place in Year 1. The waiting list will be maintained by the school and it will be open to any parent or carer to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria (not by date in which the child's name was added). Where places become vacant, they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The waiting list will be re-ordered in accordance with the oversubscription criteria whenever anyone is added to or leaves the waiting list.

## Appeals

Parents have a statutory right of appeal to an Independent Admission Appeal Panel against the refusal of a place at the School for their child. Admission Appeal Panel Hearings are conducted strictly in accordance with procedure and criteria set out in the School Admission Appeals Code 2012, which is accessible on the Department for Education's website: <https://www.gov.uk/government/publications/school-admissions-appeals-code>

Academies hear their own appeals, so they will need to be contacted directly.

Appeals must be lodged by 17 May 2022. You can obtain a Primary Appeal Pack from the KCC website at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions) or by contacting the Primary Admissions team after offer day on 19 April 2022.

Appeals should be lodged to: The Clerk of the Governors c/o the school (Copperfield Academy, Dover Road East, Gravesend, Kent DA11 0RB).

For further information please refer to the KCC Admission to Primary school in Kent [https://www.kent.gov.uk/data/assets/pdf\\_file/0008/76535/Guide-to-primary-school-applications.pdf](https://www.kent.gov.uk/data/assets/pdf_file/0008/76535/Guide-to-primary-school-applications.pdf)

## In-year Admissions

Parents or Carers interested in transferring a child in-year should contact the school office or Local Authority Admissions Team for further information.