



Chalton Lower School Admission Policy 2024-2025

Nursery Admissions

Chalton Lower School offers nursery places for children the term after their fourth birthday.

01/09/24 – 31/12/24 starts January 2025

01/01/25 – 31/03/25 starts April 2025

01/04/25 – 31/08/25 starts September 2025

This does not guarantee a place in school for the reception year. [The school year that they are five. A school year is from September 1st to August 31st.]

Central Bedfordshire Council is the Admissions Authority for Chalton Lower School. We have an admission number of 15 per year group. A Common Application Form [CAF] must be completed for a school place for each child. Application forms are available online and must be submitted to the Admissions team by 15th January.

- We have January and April nursery intakes.
- We take children at the beginning of the term after their fourth birthday.
- The statutory entitlement is 2 ½ hours per day, but the school funds the excess hours.

Should the number of places in a particular year group is insufficient then the following criteria will be applied.

- 1) All 'looked after' children or children who were previously 'looked after'
- 2) 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
- 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) Children who live nearest to the school determined by straight line distance from the school site to the child's home address

Notes:

Delayed Admission for summer born children

Parents/carers have the right to request their summer born child's admission to Reception Year is in the September following their fifth birthday. However parents/carers do not have the right to insist that their child is admitted to a particular age group, a decision will be made by the admission authority for the school in consultation with the Headteacher.

For further detail please refer to Central Bedfordshire Determined Coordinated Scheme for Admissions paragraph 2.7.

Pupils with a Statement of Special Education Needs or Education, Health and Care Plan

In accordance with the Education Act 1996, children with a Statement of SEN or Education, Health and Care Plan are required to be admitted to the academy/school named in the Statement or Plan and will be allocated a place ahead of those without a Statement of Special Education Needs or Education, Health and Care Plan in the allocation process. Thereafter the admissions criteria for each academy/school will apply to those children without a Statement of Special Education Needs or 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 a Statement of Special Educational Needs or Education, Health and Care Plan are required to be admitted to the school which is named on the statement or Plan, even if the school is full.

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.

Admissions Criteria

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. The distance criterion will be used as a tiebreaker in each criterion where required to determine the allocation of places. 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 Tribal Admissions database to allocate the place.

Definitions:

'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.

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, adopted brother or sister, step brother or sister 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.

Children who live nearest to the school determined by straight line distance from the school site to the pupil's home address

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.

In-Year Admissions

An in-year admission is an application made for a child to be admitted outside of the co-ordinated admissions scheme for the normal year of entry or for another year group. The Local Authority will co-ordinate in-year applications as our admission authority.

Arrangements for the admission of pupils 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 persons' 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 Governors' 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.

We therefore ask that parents of prospective pupils inform us of any disability and access requirements on initial application so that we may update our audit of requirements and provision.

Equal Opportunities

The curriculum arrangements described in this booklet apply equally to disabled pupils. Several new pieces of legislation have been introduced including the Disability Act and Inclusion. As a school, we have a duty to adopt and adhere to this.

Some principles:

- **Access:** The physical environment must be accessible by all, i.e. ramps, hearing aid loop systems, lighting, acoustics etc.
- **Curriculum:** Full access to the curriculum is an entitlement – we must provide ALL the curriculum for ALL pupils regardless of SEN or disability.

However parents have the right to withdraw their child from R.E. (Religious Education) and assembly.

- **Information:** We must provide information in accessible forms, i.e. Braille, large print or on audio tape for those who need these facilities.

Acceptance Arrangements

The needs of disabled children are specific to the individual child. The procedure at Chalton Lower School is to contact the Headteacher in the first instance. The Headteacher will then consult with the L.A. about suitable provision on an individual basis.

Transition to Middle School

Chalton Lower School is part of the Harlington Pyramid and is a feeder school to Parkfields Middle School. However, being given a place at Chalton Lower School does not automatically give children a place at this middle school.