



### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>	Admissions	<b>DATE:</b>	Jan 2023
<b>EIA CARRIED OUT BY:</b>	Katherine Marks	<b>EIA APPROVED BY:</b>	Governors

**Groups that may be affected:**

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
<b>Gender reassignment</b> (transsexual)		
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		
<b>Sex</b> (male, female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment

## Admissions Policy

### Rationale

All children need a secure start to their school life, and adequate provision for their educational and emotional needs. We aim to ensure a happy and successful start to each child's education in school. The first year in school, the Reception year, is the final year of the Early Years Foundation Stage of education.

### Aims and objectives

Within the South Gloucestershire admissions system our aims are:

- An inclusive school that welcomes children from all backgrounds and abilities.
- To help parents to assist the child in preparation for school;
- To ease the transition from home to school by starting school on a part time basis;
- To allow the child to become used to the school environment gradually
- To allow the teacher and child to familiarise themselves with each other at an early opportunity;
- To work with other groups to identify any particular needs, and the extent of any extra provision required;
- To build a close working relationship between home and school. To build a close working relationship between home and school.

### Guidelines

Most children start school at four years old. Children of this age have very particular requirements. Four year olds span a wide range of development and there is likely to be a greater diversity in a year group at four than at any other age. Motor development is at an important stage and children need space to be physically active and a place to be quiet. They learn from first-hand experience and therefore need a range of activities and materials to explore, investigate and make sense of the world. They need to experiment, hypothesise and solve problems, as well as opportunities to ask questions and discuss what they are doing while they are doing it. Four year olds exhibit a wide range of competencies and are very individualistic. Adult attention is important to aid this. They are also developing emotionally and socially and they need to work collaboratively with other children and adults. They are beginning to take responsibility and therefore need opportunities to make choices and decisions in their learning.

Children arrive at school from a variety of different home backgrounds with a range of experience and abilities. Some children start straight from home, while most may have attended a nursery or pre-school.

Children who join the school later in their school life, i.e. transfer from another school, need to be welcomed and assimilated into their new school community with care and consideration. The school from which they transfer will be contacted, and full attention will be given to the records forwarded. The class teacher will need to assess the incoming child's individual needs as quickly as

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Taken from Hebrews 10:24-25

'And let us consider how we may spur one another on toward love and good deeds.'

possible, in order to ensure that the transfer causes a minimum of disruption - both to the child's education, and to the existing class.

### **The law regarding the age at which children start school**

So that children can benefit from three full years of infant education, children are normally admitted to South Gloucestershire schools in the September following their fourth birthday. For example, if a child was born between 1 September 2014 and 31 August 2015, he/she is able to start school in September 2019 and will join the reception class at the age of four. Legally, children do not have to be in full time education until the term following their fifth birthday. This is the compulsory school age. Parents/carers can request that the date their child is admitted to school is deferred until later in the school year or until the child reaches age five in that school year.

### **Deferred admission**

Parents/carers can request that their child attends part-time until they reach compulsory school age, or that the date their child is admitted to school is deferred until later in the same academic year. Parents/carers should indicate at the time of accepting a place that they wish to defer their child's admission until later in the school year. Deferral dates are set out as follows:

Child's fifth birthday	Can defer to	Reception class the child will join
September - 31 <sup>st</sup> December	January	Reception class
January - 31 <sup>st</sup> March	April	Reception class

Parents/carers are advised to consider carefully the implications of deferring their child's start date to school. Some parents/carers consider that it is better for their child to start school at the same time as other children in their age group, i.e. from the beginning of the academic year (September) to help their child settle-in and adjust to school life. Except for in exceptional circumstances, the school agrees with this view.

### **Delayed admission**

Parents/carers may request that their child is admitted outside of their normal age group. It is the responsibility of the admission authority of the school (the local authority) to make the decision on the basis of the circumstances of each case. Factors considered by the admission authority when considering admission outside the normal age group include:

- The needs of the child and the possible impact on them of entering Year 1 without having first attended the reception class
- In the case of children born prematurely, the fact that they may have naturally fallen into the lower age group if they had been born on their expected date of birth
- Whether delayed social, emotional or physical development is adversely affecting their readiness for school.

Parents/carers should think very carefully about the implications of admitting their child outside the normal age group and ensure that joining a lower year group is in the best interests of the child.

Admission to summer born children / delaying when a child starts primary school in Reception for a year

Parents / carers may request for their child's school start to be delayed for a year (to start school in the September after their fifth birthday) if the following both apply:

- The child was born in the summer (1st April to 31st August)
- The parents don't think the child is ready to start in the September after they turn 4.

To request a delayed admission, parents/carers must apply for a place during the standard application process timeline for their child's chronological age group, stating their reasons for requesting deferred entry to the following year. This can be done by contacting the Admissions and Transport Team. It is for own admission authority schools to make the final decision, i.e. academies and voluntary aided schools. In respect of community and controlled schools, the local authority will make a decision in consultation with the head teacher.

Details of the council's policy on summer born children can be found on the council's website under school admissions/downloads/Early Late Policy August 2014

<http://www.southglos.gov.uk/education-and-learning/schools-and-colleges/schooladmissions/primary-schooladmissions>

## **Admission Number**

Every school has an 'Admission Number' - this is the number of pupils who may be admitted in any one year group, and the Admission Number is a means of ensuring that schools do not become over-crowded. In the event of the number of applications exceeding the Admission Number, South Gloucestershire Local Authority applies a set of criteria and offer places to the children fulfilling them, up to the Admission Number. Unsuccessful applicants are offered places at other, nearby schools. There is an appeals procedure.

The admission number at Frenchay is 20 in each year group. We teach infant children (aged 4 to 7) in classes of no more than 30 children (unless there is a need identified by the LA).

## **Application for school places**

In the September before a child is due to start school, the school gives parents the opportunity to visit school. Children requiring a place at Frenchay Primary must apply through South Gloucestershire Local Authority or Bristol Authority depending on the authority in which they live. No child may start school until confirmation is received from South Gloucestershire that a place has been offered.

1. The school determines the admission arrangements in agreement with the Local Authority. The Local Authority is therefore the 'Admissions Authority' for our school. The regulations for entry to each school, where the Admissions Authority is the Local Authority, are published each year by the Local Authority. Parents can receive a copy of these regulations directly from the Local Authority.

2. The Local Authority publishes a composite admissions prospectus each year, which gives information about how parents can apply for a place in the school of their choice and they should do so on the application form. Parents have a right to express a preference for the school of their choice and they should do so on the application form. Expressing a preference does not in itself guarantee a place at this school. Application forms can be obtained from the Department of Children and Young People at South Gloucestershire Council offices in Yate, or an application pack can be collected from school, or posted to parents if they have already entered details in the school's own admissions book. Applications can also be completed on line at [www.southglos.gov.uk](http://www.southglos.gov.uk) (Admissions to schools). Applications for entry to the Early Years Foundation Stage must be submitted before the published closing date in mid January.

When deciding which school a parent prefers for their child, we suggest they consider the following factors:

- The supportive atmosphere and ethos of the school, which enables pupils to develop their abilities successfully and to their fullest extent;
- Clear goals and leadership, which emphasise high expectations of both pupils and staff;
- Opportunities for parents / carers to be involved in the school and parental confidence in the school;
- Evidence of positive involvement in the community;
- A well organised and resourced curriculum, which has an open system for recording pupils' progress, for celebrating pupil achievement and reporting to parents / carers;
- Easy access to the school's governing body and clear information about how the governing body works.

Each school is required to publish a prospectus annually, which will inform parents about its aims, policies, procedures and performance. In addition and where applicable, it will provide statistical information regarding a school's performance in public examinations, assessment results, attendance figures and any OFSTED (Office for Standards in Education) Inspection reports. These can all be found on our website.

## **Admission Appeals**

If a child is not offered a place at this school, it is because to do so would prejudice the education of other children by allowing the number in each year group to increase beyond the standard number.

If parents wish to appeal against a decision to refuse entry, they can do so by applying to the Admissions Authority. An independent appeals panel then meets to consider all appeals by parents who have been refused a place at our school and who wish to appeal against this decision. An appeals panel decision is binding for all parties concerned. If the appeals panel decides we should admit a child to our school, then we will accept this and continue to do all we can to provide the best education for all children at our school.

## **PHASED ENTRY ARRANGEMENTS AT FRENCHAY PRIMARY SCHOOL**

### **Induction Programme**

During the summer term prior to starting school parents are invited to an evening where the induction programme is discussed. The induction programme consists of:

- An evening meeting for parents in early June to discuss the induction programme
- A pack of information for all parents
- Visits to the local playgroup by school staff
- Local Playgroups bringing children in to visit the school where possible
- The teacher attending a meeting with pre-school providers
- The opportunity for parents to bring their child to a story time in the reception classroom
- Afternoon visits to school as stay and play session.
- Home visits by the teacher and teaching assistant (or, if a parent prefers, an individual visit by parents and child to school)

### **The Phasing in Period – first two weeks in school**

The individual requirements and varying backgrounds of four year olds need to be recognised. Educational research has illustrated the desirability of children being admitted in small groups in which their individuality can be accommodated, and so the children start on a part time basis. In order to accommodate home visits in the first few days of the term, reception children start school at the end of the first week of the school year.

During their first week in school, half of the group attend for the morning session and half for the afternoon session. The times of sessions are organised to ensure that both groups have the same length of time in school.

In their second week in school all children attend full time. This is the beginning of the third week of the term.

Any child who is not ready to attend school full time after the phasing in period may attend school on a part time basis until the end of Term 1 (the end of October). However, we hope that wherever possible all children will attend full time from week 3.

All children who accept a place to start school at the beginning of the autumn term should be in full time attendance (i.e. a full school day) by the beginning of the second half of the Autumn Term. The only exception to this is where a child has an Education Health and Care Plan, or identified Special Educational Needs and an Individual Educational Plan agreed by the Principal Educational Psychologist, which specifically states otherwise.

### **Review**

This policy will be reviewed every 3 years with the Admissions Authority in the light of any changed circumstances in our school or the local area. If required, due to the expansion of the school, this policy will be reviewed earlier depending on those changing circumstances.

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**Taken from Hebrews 10:24-25**

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**Agreed by Governors:**

**Signed by Chair of Governors:.....**

**Review Date: January 2026**