

# The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

*World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.*

**By.....**

**Working Together**

**Sustaining Excellence**

**Transforming Learning**

## Admissions Policy 2020

### Part two

### Cottesmore Academy



## Rutland Learning Trust Admissions Policy Part two

### Part Two – Cottesmore Academy

This section of the Admissions Policy explains how the overarching Rutland Learning Trust policy applies in Cottesmore Academy, including how admissions are prioritised.

#### 1. Introduction to the academy/school

***Think, believe, dream, dare...we are heroes of our own adventures!***

Cottesmore Academy is a Primary School that is committed to high quality learning and teaching and meeting the needs of all the children in its care. We plan to always be 'EPIC' as we strive to ensure everything we do is **enjoyable**, focussed on **progress**, **inclusive** and **creative**. We believe that becoming EPIC allows us to achieve our motto - '**Think, believe, dream, dare...we are heroes of our own adventures**'.

Cottesmore Academy is incredibly proud of our children, families and staff, and is determined to provide a purposeful, calm and positive atmosphere. We desire for our children and families to have high aspirations and to feel safe and welcome whilst part of our community. The school is quite unique within Rutland as not only is it situated on Kendrew Barracks but it serves a marvellous diverse community with 100% of the children coming from Service families. Our children come from a range of cultural backgrounds including British, Fijian, Nepalese, African and Indian. This unique range of backgrounds enables the school to share and celebrate with the local community and enrich our curriculum at every opportunity.

Children at our school are warmly received and encouraged throughout their time with us to demonstrate our 6Rs – readiness for learning, resilience, respect, responsibility, resourcefulness and reflectiveness. These core values, alongside the British values, are golden threads that run through everything we do; in order for all our children to reach their potential and to truly be heroes of their own adventures.

We believe that for this to be fully achieved we must establish a genuine partnership between home and school. We work hard to engage with our families and encourage you to get involved in the work and life of our school whenever and wherever you can. We know we make a difference and hope you will enjoy the journey to become EPIC.

**Our school motto - *Think, believe, dream, dare...we are heroes of our own adventures!***

**Our school values - We are an EPIC school**

**Enjoyable - Learning is enjoyed as the curriculum uses real and meaningful contexts. As a result, there is engagement across the school.**

**Progress - We focus on building on previous learning as well as introducing new learning to strive for deep learning. Knowing where our children are in their learning is essential in pursuit of high standards.**

**Inclusive** - *At Cottesmore we want every child to achieve their potential. We wish to know our children incredibly well in order to build on each individual's strengths and ensure everyone has equal value.*

**Creative** - *The enrichment and enhancement of our curriculum offers our children a wide range of opportunities that inspire them and allow them to use the 6Rs.*

**We are only EPIC when our 6Rs are put into practice.**

Being **Resilient** means sticking at it – even when the going gets tough.

Resilient learners: Persist, display patience, have a positive attitude and feel joy, stay involved in their learning, set targets and practice.

Being **Responsible** means looking after yourself and others.

Responsible learners know right from wrong and make good choices, are honest, show empathy and kindness and think ahead.

Being **Resourceful** means knowing what to do and where to go when you get stuck.

Resourceful learners show initiative, learn in different ways, ask good questions, involve others in their learning, take risks.

Being **Ready** for learning means making sure you are in the right frame of mind and all your needs are met.

Learners who are ready feel safe, display self-control, manage their time and looking after their body.

**Reflective** learners are curious and honest, can describe their progress, listen to and learn from feedback and learn from experience.

Being **Respectful** means being tolerant of others and empathising with their point of view.

Respectful learners are honest and stay true to their beliefs, show loyalty and faithfulness, are kind and polite and will share what they have with others.

## 2. Planned Admission Number

The Planned Admission Number (PAN) for first-time admission to Reception in this academy/school is:	30
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## 3. Criteria for prioritising admissions in Cottesmore Academy

\*\*\*The following criteria, in the order listed, will be used to allocate places if there are more applications than places available:

<b>a</b>	<p>"Looked After" children and those children who were previously "looked after" but immediately after being looked after became subject to an adoption, a child arrangements order, residence or special guardianship order (In such circumstances a letter from the last Local Authority which the child was in the care of will be required).</p> <p>A "looked after" child is a child who is (i) in the care of a local authority or (ii) being provided with accommodation by a local authority in the exercise of their social services functions (see definition in section 22(1) of the Children Act 1989).<sup>1</sup></p>
<b>b</b>	Children who appear to the admission authority of the school to have been in state care outside of England and ceased to be in state care as a result of being adopted. <sup>2</sup>
<b>c</b>	<p>Children who will have an older sibling attending Cottesmore Academy at the same time.</p> <p>Sibling is defined in these arrangements as including natural brother or sister, half-brother or sisters, and legally adopted child being regarded as a brother or sister.</p>
<b>d</b>	<p>Children of staff (i.e. people employed on a permanent contract in any capacity) at the school:</p> <ol style="list-style-type: none"> <li>where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or</li> <li>the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.</li> </ol>
<b>e</b>	<p>Children who live in the catchment area of Cottesmore Academy. The catchment area covers the village of Cottesmore.</p> <p>The child's place of residence is taken to be the parental home. Living in the catchment area does not guarantee a place at the catchment school.</p>
<b>f</b>	<p>Children who have a serious medical condition or exceptional social or domestic needs that make it essential they attend Cottesmore Academy. Supporting documentation from the Lead Professional must be supplied and must be submitted with the application. The following list are the areas that are considered exceptional:</p> <ul style="list-style-type: none"> <li>• Crown Servants</li> <li>• Children subject to Child Protection Plans</li> <li>• Parents suffering domestic violence (subject to documentary evidence by a lead professional)</li> </ul>

	<i>Each case will be assessed on its individual merits by the Local Governing Body, who will make a recommendation to the Trust Admission Committee.</i>
<b>g</b>	Children living nearest to the academy/school, measured in a straight-line distance (this is undertaken by the Local Authority). Distance is measured from the point that the home property's front entrance meets a public highway to the academy/school's main designated front gate, using electronic mapping

\*\*\*Children with Education, Health and Care Plans (EHCP) have a different admission process. If a child has an EHCP or parents are in the assessment process, it is important to have a discussion with the Headteacher about what to do next. There is more information in Part 1 of this policy at paragraph 1.11

Random allocation will be used as a tie-break in category (f) above to decide who has highest priority for admission if the distance between two children's homes and Cottesmore Academy is the same. In such cases lots will be drawn supervised by an independent officer.

In the event of that there are more applications than places available, Cottesmore Academy may need to ask for proof of the following when applying the criteria for prioritising admissions:

- Address
- Child's date of birth
- Copy of an adoption order, residence order or special guardianship order and a letter from the Local Authority that last looked after the child confirming that (s) he was looked after immediately prior to that order being made.

### **Significant Change of Circumstances**

If a change of circumstances takes place after the closing date for applications but before all places have been allocated, then the change of circumstances will be taken into account within the allocation process.

If a change of circumstances takes place after all places at the school have been allocated the application will be added to the waiting list in a position which reflects the published priority criteria.

### **Appeals**

When an application for a place at this school is unsuccessful, information about appealing the decision can be found here:

<https://www.peterborough.gov.uk/residents/schools-and-education/school-admissions/school-admissions-appeals/>

<sup>1</sup> A looked after child is a child who is in the care of a local authority in England, or is being provided with accommodation by a local authority in England in the exercise of their social services functions.

<sup>2</sup> 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.