

# 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.....**

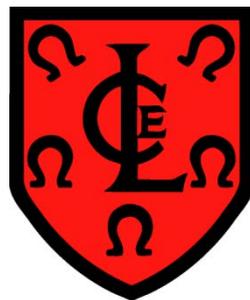
**Working Together**

**Sustaining Excellence**

**Transforming Learning**

## Admissions Policy 2020

### Part two – Langham CE Primary School



## **Rutland Learning Trust Admissions Policy Part two**

### **Part Two – The School/Academy**

This section of the Admissions Policy explains how the overarching Rutland Learning Trust policy applies in Langham CE Primary School, including how admissions are prioritised.

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

At Langham School, we believe all children start their school careers with sparkling imaginations, fertile minds and a willingness to take risks with what they think. We strive to develop confident, motivated and inquisitive pupils who are passionate about their learning.

##### **Our School Vision:**

Loving learning, loving laughter, loving life in all its fullness; loving Langham!

“Jesus said, I have come that they might have life and have it to the full.” (NIV John 10:10)

##### **Our School Aims**

Our aim is to inspire a love of learning and discover how to make a difference in our world through CHRISTIAN VALUES, COURAGEOUS ADVOCACY and EPIC LEARNING!

To be a school where:

- Children ENJOY and love learning. “This is the day the LORD has made; let us rejoice and be glad in it.” (NIV Psalm 118:24)
- Everyone makes PROGRESS and is proud of themselves and proud of their school. “I am the good shepherd; I know my sheep and my sheep know me.” (John 10:14)
- Everyone matters - everyone is INCLUDED and individuality is celebrated. “I have other sheep that are not of this sheep pen, I must bring them also.” (John 10:10)
- CREATIVITY is admired and KINDNESS is encouraged. “... out of darkness the light shall shine.” (2 Corinthians 4:6 GNB)
- TEAM WORK. We all have a clear sense of belonging and team work. “A rope that has three parts wrapped together is hard to break.” (Ecclesiastes 4:12)

##### **Our Christian Ethos**

Christian values and practice are at the heart of our shared life as a Church of England School and they shape an enquiring and respectful approach to everything around us. We have strong, well-established links with our local church that contribute regularly to our schools programmes and we seek to learn about and from other faith-traditions in today's world.

As a dedicated team of teachers, support staff, Governors, parents and carers we work with love, professionalism and commitment on behalf of and with the pupils to provide educational provision of the very highest quality. By 'Working Together to

Sustain Excellence and Transform Learning' we believe that we can improve outcomes for our children - today, tomorrow and in the future. By working in this way we know that every child will be valued, cared for and have the very best chance to excel and achieve their potential.

### **Our Christian Values**

"The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such there is no law." (Galatians 5:22-23)

### **Our 6 Rs for Lifelong Learning**

We aim for our learners to be able to show and live these values in everything they do.

- Readiness - growth mindset, self-belief, enthusiasm
- Respectful - respect people and the environment, care for others and share ideas.
- Resilience - keep going, stay focused, manage your feelings, ask for help.
- Resourcefulness - learn with and from others, learn creatively in different ways, take on new challenges, be flexible, ask good questions.
- Responsibility - ask for advice and act on it, be proud of your learning - take ownership, learn alongside others - collaborate.
- Reflectiveness - learn from mistakes, listen to others, improve your learning, practice.

### **Courageous Advocacy**

We aspire to:

- Show and live our values in everything they do.
- Challenge injustice, discrimination and inequality.
- Engage in projects to address issues of disadvantage, deprivation, tolerance and mutual respect.
- Make a difference through prayer, actions and encouragement.

Through this ethos ....

- We will provide a warm, caring and Christian atmosphere in which the children will feel happy and secure and therefore receptive to learning.
- Children will gain an understanding of the Christian faith and what it means to be part of the world wide Anglican family.
- We will show that this is a Christian School promoting the values of love, trust and forgiveness as shown to us through the teachings of Jesus.
- Children will develop a social, spiritual and emotional awareness through these teachings.
- Children will be taught to be sympathetic to the needs of others in society, to conduct their lives with honesty, pride and respect for all and to form valued and lasting relationships through experience of Christian teaching and practice.
- Children will receive a broad, balanced and inspirational education, including the exploration of faith questions that will provide the basis of a successful, informed life.

## 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 Langham CE Primary School

\*\*\*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, 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 live in the catchment area of Langham School. The Catchment area includes the villages of Ashwell, Cold Overton, Knossington, Owston, Newbold, Langham, Market Overton, Teigh, Thistleton, Whatborough and Withcote.</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>d</b>	<p>Children who will have an older sibling attending Langham School 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>e</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>a. 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>b. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.</li> </ol>
<b>f</b>	<p>Children who have a serious medical condition or exceptional social or domestic needs that make it essential they attend Langham School. 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</li> </ul>

	evidence by a lead professional) <b><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>
<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 Langham School 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, Langham School 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-diocese.org.uk/parents/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.