



Joy Lane Foundation Primary School
Oysters SRP (ASD)
Admission Arrangements for Entrance
From September 2024

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| Draft Prepared | February 2023 |
| Date Agreed | March 2023 |
| Signed by Executive Headteacher | Ms D J Hines |
| Signed by Chair of Governors | Mrs C Graves |
| Date Policy to be Reviewed | July 2024 |

Joy Lane Foundation Primary School

It is the intention of the Governors that children who are admitted to the Foundation Stage will do so before their fifth birthday. Usually, children will enter the Foundation Stage at the start of the academic year (September 2023 - August 2024) that they have their fifth birthday. The School's Published Admission Number is 90.

Contact details are as follows:

The Executive Headteacher
Joy Lane Foundation Primary School
Whitstable
Kent
CT5 4LT

Tel: 01227 261430

email: admissions@joylane.kent.sch.uk

In the event of oversubscription: Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly. If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

1. Looked After Children and previously Looked After Children

A looked after child is a child who is (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 (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

2. Current Family Association

A brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion'.

In this context, brother or sister means children who live as siblings in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers, or sisters.

3. Health and Special Access Reasons

Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, particularly those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health, or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be

supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

4. Nearness of children's homes to school

We use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG.

The same address point on the school site is used for everybody.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways 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.

If siblings from multiple births (twins, triplets, etc.) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, a place will be offered to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as "excepted" for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria.

Oysters Specially Resourced Provision (SRP)

Kent County Council have commissioned 30 places in the year 2022 - 2023.

Parents and Carers must apply to access our SRP through their Local Authority SEN Officer; a direct application cannot be made to the school.

Eligibility Criteria

In order to be considered for admission children must:

- have an Educational Health Care Plan (EHCP) or be undergoing a formal assessment- (formerly known as a Statement of Special Educational Needs)
- have a diagnosis and Primary need of ASC.
- be within the normal range of average ability.
- have the ability to communicate verbally without full reliance on communication aids, although children may still need support and programmes devised by a Speech and Language Therapist (SALT) and delivered by trained support staff.
- be able to integrate for up to 80% of the school day.

Admission will not be agreed if:

- the agreed number of funded places by the Local Authority are fully subscribed so that admitting children over this number would be incompatible with the provision of efficient education or the efficient use of resources.
- there is insufficient evidence of a clear diagnosis of Autism. E.g. where it is reported.
- 'there are autistic traits.'
- there is evidence of moderate, severe, or complex learning difficulties in addition to Autism.
- the admission of a pupil would compromise the health and safety of the pupils and/ or staff within the provision or would compromise or disrupt the education of pupils already in attendance.
- It should also be noted that siblings are not automatically admitted.

Referrals for Admission

All referrals are directed to the school through the Local Authority, who commission the school places and will be reviewed by the admissions team prior to further communication. All referrals sent to Oysters are considered by the Inclusion Manager in liaison with the Senior Leadership Team. Where it is felt Oysters is potentially the right placement for a child, parents will be invited to visit the school. This will then be followed by an observation of the child in their current setting before a final decision is made.

In Year Admissions

Parents/Carers can apply to transfer a child to the same year group in a different school through the LA 'In Year Admission' process. When we are notified of a new admission by the Local Authority, we contact the family to invite parents and pupil/s to visit the school to discuss arrangements for a smooth transition. Pupils who arrive in-year will be allocated a class that is within their year group by a member of the school leadership team.

As every in-year arrival has different circumstances, each case is judged on an individual basis at the time, but every effort is made to balance classes. Pupils with SEND or specific behavioural considerations will be considered to ensure appropriate provision is in place and to support any barriers to learning.

Oyster Bay Nursery School

Oyster Bay Nursery School is a Private Independent Nursery run by the Governing Board of Joy Lane Primary with the Executive Headteacher delegated to oversee the efficient running

of the Nursery. Children who attend our Nursery are not automatically entitled to be admitted to our Year R classes.

Class Structure and Organisation

At Joy Lane Primary School, we consider that there are many advantages for children changing classes at the end of each academic year and that any re-organisation should be a positive experience based on a professional's judgement. A change of class may help with behaviours for learning, friendships or be for a very personal reason for that pupil and their family. It gives children the opportunity to learn with others and to make new friends and to adapt to change. However, should the leadership team and class teachers feel that classes should remain the same and individuals are best placed within these classes, then their professional opinion will be final. The school also reserves the right to look at individual cases when deciding if classes/pupils should remain in the same class or be mixed up.

It is the responsibility of the Executive Headteacher and leadership team to manage the organisation of classes. Each year the Executive Headteacher and teaching staff will consider the whole school roll, year group and class numbers, staffing and continuity of learning. Should a re-organisation of classes be appropriate in a particular year group, teachers will carefully consider: the well-being of the child and their learning needs, academic ability, behaviours for learning, maturity, as well as friendships and learning groups. Children will always be asked who they enjoy playing and learning with as part of this process.

We recognise that the preservation of friendship groups is important, but it sometimes cannot be reconciled with all the other factors under consideration, and a teacher's professional judgement and school leadership team make the final choice in deciding class placements. Any communications regarding class changes will take place prior to the transition week at the end of term 6. The children will move up into their new classes during our annual transition week at the end of term 6, which varies in length each year.

Class teachers and assemblies will highlight the many positives behind the mixing of classes prior to the term 6 transition week. Staff will support children fully in this period of change by organising transition activities with newly formed classes and children will have the opportunity to meet and spend time in their new classes before the end of the summer term.