

Agenda

Cabinet

Thursday, 30 January 2020, 10.00 am
County Hall, Worcester

Appendices to Reports

Cabinet

Thursday, 30 January 2020, 10.00 am, County Hall, Worcester

Membership: Mr S E Geraghty (Chairman), Mr A T Amos, Mr A I Hardman, Mr M J Hart, Mrs L C Hodgson, Ms K J May, Mr A P Miller, Dr K A Pollock, Mr A C Roberts and Mr J H Smith

Agenda

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NOTES

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Agenda produced and published by Simon Mallinson, Head of Legal and Democratic Services, County Hall, Spetchley Road, Worcester WR5 2NP

To obtain further information or a copy of this agenda contact Nichola Garner, Committee & Appellate Officer on Worcester (01905) 843579 or email: ngarner2@worcestershire.gov.uk

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Date of Issue: Wednesday, 22 January 2020

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Community and Controlled Schools First/Primary School Admissions Policy for 2021/22

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Admissions Criteria for Community and Voluntary Controlled First/Primary Schools:

1. ****Children Looked after and previously **Children Looked after**;**
2. *****Children who have previously been in state care outside of England**, and have ceased to be in state care as a result of being adopted;
3. **Siblings** (see below for definition) of pupils attending the school **and** living within the **catchment area** of the school. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must already be attending the school at the time of application and still be attending at the time of admission. Copies of catchment area maps, if required are available from the LA, or can be viewed in schools. To find the catchment school for a postcode visit [School Catchment Search](#)

In the event of a school catchment area change being approved, pupils who would still have a sibling connection (see below for definition) at the time of admission and who are living at the same address in the previous catchment area for a school, (but not within the revised catchment area), at the time the change was approved will be considered as living within the catchment area.

4. Pupils living within the **catchment area** of the school. Copies of catchment area maps, if required are available from the LA, or can be viewed in schools. To find the catchment school for a postcode visit [School Catchment Search](#) ;
5. Pupils living **outside of the catchment area** but who would still have a **sibling** connection (see below for definition) at school at the time of admission. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must already be attending the school at the time of application and still be attending at the time of admission;
6. **Children of staff** at the mainstream school, in either of the following circumstances:
 - a) Where that member of staff has been employed for two or more years at the time at which the application for admission is made, or
 - b) the member of staff is recruited to fill a post for which there is a demonstrable skill shortage;
7. Pupils who live **nearest** to the school by the shortest **straight line distance**. The measurement will be taken using the GeoCode Points for each property and the GeoCode point for the School. The Local Authority uses a software package called Arcview GIS to determine distance. Ordnance Survey supplies the co-ordinates that are used to plot an address within this system. (In the event of equi-distance applicants, any place will be allocated by random selection (lottery). Someone totally independent of School Admissions will supervise this process).

In accordance with legislation, a child with an Education, Health and Care Plan will be offered a place at the school named in the Plan.

****'Looked after'** means all those currently in the care of a Local Authority or accommodated by a Local Authority under the terms of the Children Act 1989 and children who were previously in the care of or accommodated by a Local Authority but immediately after being looked after, became subject to an adoption, a child arrangements order or special guardianship order.

*****'By children previously in state care outside of England'**, we mean children who have been looked after outside of England by a public authority, a religious organisation or another provider of care whose sole purpose is to benefit society. The care may have been provided in

orphanages or other settings. Independent supporting evidence will be required to be provided with the application.

Where there are too many applications from within the catchment area, priority within the catchment area will be decided in the following order, i.e. sibling connection then children of staff then according to distance, each assessed as indicated above.

The sibling connection, as well as brother and sister will include half-siblings, adopted children, step-siblings or a child of the parent/carers partner. They must also be living at the same home address. Children who are brought together as a family by a same sex civil partnership and who are living at the same address, are also considered to be siblings.

In the event that one or more but not all children from a multiple birth can be allocated a place(s), all of the children from that multiple birth will be admitted even if this takes the school over PAN. These children are exceptions to the Infant Class Size legislation.

There are a number of additional limited exceptions to the Infant Class Size legislation, including children of UK service personnel admitted outside the normal admissions round, children with statements of special educational needs, looked after children, children with special educational needs who are normally taught in a unit attached to the school, where a procedural error has occurred, children admitted following successful appeal and children admitted outside of the normal admissions round where no other place is available.

Late Applications

The Council has agreed in its co-ordinated scheme to accept late applications, for Community and Voluntary Controlled Schools within Worcestershire, within the time-frame set out in the scheme, and treat them as being on time, only in the following circumstances;

- a) where a family have just moved address, (refer to Information for Parents booklet);
- b) where it is agreed by the School Admissions, that individual circumstances apply and the delay was reasonable given the circumstances of the case;

In each case supporting documentary evidence will be required. In all other circumstances, or if the application is not received until after the date set out in the scheme, late applications will receive a lower priority, and will only be considered after the applications received (or deemed to be) on time.

Waiting Lists

Waiting lists for Community and Voluntary Controlled Schools, are maintained by the School Admissions Section, and parents need to apply, in order to be included. The waiting list is ranked in line with the published oversubscription criteria and is maintained until the 31st December 2021. Each child added to that list will require the list to be ranked again in line with the published oversubscription criteria. Parents will need to reapply at the start of the following term if they wish to be included on the new waiting list for that term. Only on receipt of an acknowledgement letter from School Admissions will that child be on the list. Please see the Information for Parents Book for full details on how Waiting Lists are operated.

Admission of children into Reception

Admission authorities must provide for the admission of children in the September following their fourth birthday. Where a place has been offered for a child at a school that child is entitled to a full-time place in the September following their fourth birthday. The child's parents can defer the date their child is admitted but not beyond the point at which they reach compulsory school age, and not beyond the beginning of the final term of the school year for which it was made. Where the parents wish, children may attend part-time until later in the school year, but not beyond the point at which they reach compulsory school age.

Shared Catchment Areas

If there is more than one catchment area school and the number of applications for places from within the catchment area for one of those schools exceeds the number of places available, the allocation of places for the shared catchment area will be decided according to the following priorities, in the following sequence:

1. pupils who would still have a sibling connection at the school at the time of admission;
2. **Children of staff** at the mainstream school, in either of the following circumstances:
 - a) Where that member of staff has been employed for two or more years at the time at which the application for admission is made, or
 - b) the member of staff is recruited to fill a post for which there is a demonstrable skill shortage;
3. pupils living nearer to the oversubscribed school than to the alternative school.

If places still exist after consideration of 1 and 2 above, they will then be allocated to other pupils who live nearest to the school by the shortest straight line distance. The measurement will be taken using the GeoCode Points for each property and the GeoCode point for School. The Local Authority uses a software package called Arcview GIS to determine distance. Ordnance Survey supplies the co-ordinates that are used to plot an address within this system. (In the event of equi-distance applicants, any place will be allocated by random selection (lottery). Someone totally independent of School Admissions will supervise this process)."

Fair Access Protocol

As part of the [Worcestershire Fair Access Protocol](#), all schools with Key Stage 2, 3 and 4 classes can be required to exceed the published admission number to admit pupils covered by the Protocol.

'In Year' transfer arrangements

The procedure for in-year admissions for Worcestershire residents is as follows;

1. The Authority provides a **common application form (CA1)** for parents to apply for a place at any mainstream school in **Worcestershire**. Once completed, this must be returned to the School Admissions Team.

2. In addition to the **CA1** Form, some Voluntary Aided, Academy, Foundation or Free schools may require parents to fill in a supplementary form which may request information that allows them to apply their oversubscription criteria. If schools use a supplementary form these must be consulted on and published and also available from the Local Authority.
3. A supplementary form, where required, must be submitted with the **CA1** form. It will not be regarded as a valid application unless the parent has also completed the **CA1**.
4. Applications from parents for schools outside Worcestershire should be made direct contact with the school or the local authority in whose area the school is located to find out how they process in-year applications.
5. Parents will be invited to state up to three preferences on the **CA1** for schools in priority order and give reasons for those preferred schools. Preference order is not taken into account when applying admission criteria as the law requires all preferences to be treated equally.
6. Where a parent approaches a school directly the parent should be advised to complete a **CA1** and return it to School Admissions.

Parents or carers seeking to transfer to a school need to be aware that they are responsible for ensuring their child continues to receive appropriate education in the interim.

Admission of Children outside of their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health, effectively in the year group below or above their chronological age group. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to Reception rather than Year 1.

The Local Authority must make the decision based on the circumstances of each case and in the best interests of the child concerned. The Local Authority will request the head teacher of the school to take account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely in order to reach a decision as to whether or not it is appropriate for the individual child to delay or accelerate their entry into school and be taught outside of their chronological age group.

Parental Responsibility and what is considered to be the Home Address

In the case of Community and Voluntary Controlled schools, home is defined as the only or main permanent residential address, at the closing date for applications, where the child usually resides and which is the usual address of the parent/carer with main responsibility for the child.

Where parents/carers have shared responsibility, the child's home address will usually be considered to be that of the parent/carer with whom the child lives for the majority of the school week (eg three or more days out of five Monday to Friday during termtime). Where care is split equally, parent/carers must provide independent supporting documentary evidence to prove that care is equally split. In such cases the address of the parent/carer in receipt of the Child Benefit will be the address on which the application will be processed.

Should more than one parent have parental responsibility for a child, both parents should be in agreement over the preferences expressed prior to the application being submitted. Where more than one parent submits an application for a child, or where there is a parent not in agreement with the preferences, the Local Authority may not be able to process any application until agreement over the preferences is reached. Failure to ensure agreement prior to submission, may result in a delay in any application being processed and in some instances, where agreement cannot be reached we may not be able to proceed until a legal resolution has been sought and the courts determine which parent can make the final decision on schooling.

When submitting your application, as part of the terms and conditions, you will be required to confirm that parents are in agreement with the preferences expressed, this will also apply if you wish to transfer in year. If it is subsequently determined that agreement was not made prior to the application being submitted, it could result in the withdrawal of the offer of a place, if it is determined that the information supplied was misleading or fraudulent.

Community and Controlled Schools First/Primary School Admissions Policy for 2021/22

If you need help understanding this document in your own language, please contact Ethnic Access Link. Tel: 01905 25121 (English)

যদি এই নথিটি আপনার নিজস্ব ভাষায় বুঝতে আপনার সাহায্যের প্রয়োজন হয়, অনুগ্রহ করে Ethnic Access Link (০১৯০৫ ২৫১২১) কে ফোন করে যোগাযোগ করুন। (Bengali)

如果你需要這個文件的中文信息，請聯絡 Ethnic Access Link。電話是 01905 25121 (Cantonese)

'Jeśli potrzebujesz pomocy w zrozumieniu tego dokumentu w własnym języku, zadzwoń do Ethnic Access Link. Tel: 01905 25121' (Polish)

'Se necessita de ajuda para perceber o conteúdo deste documento na sua língua, contacte a associação Ethnic Access Link pelo telefone: 01905 25121' (Portuguese)

'Si necesita ayuda para entender este documento en su idioma, puede ponerse en contacto con Ethnic Access Link en el teléfono 01905 25121' (Spanish)

Bu dokümanı kendi dilinizde anlamak için yardım isterseniz Ethnic Access Link ile temasa geçiniz Tel: 01905 25121' (Turkish)

Ethnic Access Link (ایٹھنک ایکسس لنک) سے رابطہ کریں۔ ٹیلی فون: 01905 25121 (Urdu) اگر آپ کو اس دستاویز کو آپ کی اپنی زبان میں سمجھنے میں مدد کی ضرورت ہے، تو براہ کرم

COMMUNITY AND CONTROLLED SCHOOLS MIDDLE/HIGH SCHOOLS ADMISSIONS POLICY for 2021/22

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Contact: Tracey Tracey.Wilson@babcockinternational.com

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Admission Criteria for Community and Voluntary Controlled Middle or High schools:

1. ***‘Children Looked after and previously *‘Children Looked after.**
2. *****‘Children who have previously been in state care outside of England**, and have ceased to be in state care as a result of being adopted;
3. **Siblings** (see below for definition) of pupils attending the school **and** living within the **catchment area** of the school. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must already be attending the school at the time of application and still be attending at the time of admission. Copies of catchment area maps, if required are available from the LA, or can be viewed in schools. To find the catchment school for a postcode visit [School Catchment Search](#)

In the event of a school catchment area change being approved, pupils who would still have a sibling connection (see below for definition) at the time of admission and who are living at the same address in the previous catchment area for a school, (but not within the revised catchment area), at the time the change was approved will be considered as living within the catchment area.

4. Pupils living within the **catchment area** of the school. Copies of catchment area maps, if required are available from the LA, or can be viewed in schools. To find the catchment school for a postcode visit [School Catchment Search](#) ;
5. Pupils living **outside of the catchment area** but who would still have a **sibling** connection (see below for definition) at school at the time of admission. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must already be attending the school at the time of application and still be attending at the time of admission;
6. Pupils who were attending a [feeder school](#) at the time of application;
7. **Children of staff** at the mainstream school, in either of the following circumstances:
 - a) where that member of staff has been employed for two or more years at the time at which the application for admission is made, or
 - b) the member of staff is recruited to fill a post for which there is a demonstrable skill shortage;
8. Pupils who live **nearest** to the school by the shortest **straight line distance**. The measurement will be taken using the GeoCode Points for each property and the GeoCode point for the School. The Local Authority uses a software package called Arcview GIS to determine distance. Ordnance Survey supplies the co-ordinates that are used to plot an address within this system. (In the event of equi-distance applicants, any place will be allocated by random selection (lottery). Someone totally independent of School Admissions will supervise this process).

In accordance with legislation, a child with an Education, Health and Care Plan will be offered a place at the school named in the Plan.

*‘Looked after’ means all those currently in the care of a Local Authority or accommodated by a Local Authority under the terms of the Children Act 1989 and children who were previously in the care of or accommodated by a Local Authority but immediately after being looked after, became subject to an adoption, a child arrangements order or special guardianship order.

***‘By children previously in state care outside of England’, we mean children who have been looked after outside of England by a public authority, a religious organisation or another provider of care whose sole purpose is to benefit society. The care may have been provided in

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orphanages or other settings. Independent supporting evidence will be required to be provided with the application.

Where there are too many applications from within the catchment area, priority within the catchment area will be decided in the following order, i.e. sibling connection, attendance at feeder school, children of staff, then according to distance, each assessed as indicated above. Where there are too many applications from within the out of area sibling criteria, priority will be decided in the following order, i.e. attendance at feeder school, children of staff, then according to distance, each assessed as indicated above and so on with all other criterion.

The sibling connection, as well as brother and sister will include half-siblings, adopted children, step-siblings or a child of the parent/carers partner. They must also be living at the same home address. Children who are brought together as a family by a same sex civil partnership and who are living at the same address, are also considered to be siblings.

In the event that one or more but not all children from a multiple birth can be allocated place(s), all of the children from that multiple birth will be admitted, even if this takes the school over PAN.

Wolverley CE Secondary School, Kidderminster

In the event of oversubscription at Wolverley CE Secondary School up to a maximum of 10% of places will be awarded to children living in the Wyre Forest District Council area whose parents have specifically asked for a place for reasons of religious affiliation.

The definition of religious affiliation would be in line with the criteria for other CE Voluntary Aided schools in the County:

- Active members of a Church of England church:

(Active members are those that have attended church at least once a month for a period of at least 12 months prior to the application. **Confirmation of attendance is required to be submitted with your application and must be in writing from the minister**)

Shared Catchment Areas

If there is more than one catchment area school and the number of applications for places from within the catchment area for one of those schools exceeds the number of places available, the allocation of places for the shared catchment area will be decided according to the following priorities, in the following sequence:

1. pupils who would still have a sibling connection at the school at the time of admission;
2. pupils who were attending a [feeder school](#) at the time of application;
3. **Children of staff** at the mainstream school, in either of the following circumstances:
 - a) where that member of staff has been employed for two or more years at the time at which the application for admission is made, or
 - b) the member of staff is recruited to fill a post for which there is a demonstrable skill shortage;
4. pupils living nearer to the oversubscribed school than to the alternative school.

If places still exist after consideration of 1) to 3) above, they will then be allocated to other pupils who live nearest to the school by the shortest straight line distance. The measurement will be taken using the GeoCode Points for each property and the GeoCode point for School. The Local Authority uses a software package called Arcview GIS to determine distance. Ordnance

Survey supplies the co-ordinates that are used to plot an address within this system. (In the event of equi-distance applicants, any place will be allocated by random selection (lottery). Someone totally independent of School Admissions will supervise this process).

Over-subscription for places in the Sixth Form

The County Council has agreed the following criteria:

1. General Entry Requirements
 - for courses at NQF level 3 e.g. GCE AS/A2 level, Advanced or Advanced progression Diploma, BTEC National Diploma, 5 A*-C grades at GCSE (or equivalent);
 - for courses at NQF level 2 e.g. Higher Diploma, BTEC First Diploma - a pass at NQF level 1 (5 GCSE D-G or equivalent);
 - for courses at NQF level 1 - 2 A-G grades at GCSE (or equivalent).

The above are general entry requirements for a Sixth Form course. Some subjects/ courses will require more specific qualifications to have been achieved in order to study that subject/course;

2. in the event of there being more applications from qualifying students than places available, the normal admissions criteria priorities as set out above will apply.

Late Applications

The Council has agreed in it's co-ordinated scheme to accept late applications, for Community and Voluntary Controlled Schools within Worcestershire, within the time-frame set out in the scheme, and treat them as being on time, only in the following circumstances;

1. where a family have just moved address, (refer to Information for Parents booklet);
2. where it is agreed by School Admissions, that individual circumstances apply and the delay was reasonable given the circumstances of the case;

In each case supporting documentary evidence will be required. In all other circumstances, or if the application is not received until after the date set out in the scheme, late applications will receive a lower priority, and will only be considered after the applications received (or deemed to be) on time.

Waiting Lists

Waiting lists for Community and Voluntary Controlled Schools, are maintained by the School Admissions Section, and parents need to apply, in order to be included. The waiting list is ranked in line with the published oversubscription criteria and is maintained until the 31st December 2021. Each child added to that list will require the list to be ranked again in line with the published oversubscription criteria. Parents will need to reapply at the start of the following term if they wish to be included on the new waiting list for that term. Only on receipt of an

acknowledgement letter from School Admissions will that child be on the list. Please see the Information for Parents Book for full details on how Waiting Lists are operated.

Fair Access Protocol

As part of the [Worcestershire Fair Access Protocol](#), all schools with Key Stage 2, 3 and 4 classes can be required to exceed the published admission number to admit pupils covered by the Protocol.

‘In Year’ transfer arrangements

The procedure for in-year admissions for Worcestershire residents is as follows;

1. The Authority provides a **common application form (CA1)** for parents to apply for a place at any mainstream school in **Worcestershire**. Once completed this must be returned to the School Admissions Team.
2. In addition to the **CA1** Form, some Voluntary Aided, Academy, Foundation or Free schools may require parents to fill in a supplementary form which may request information that allows them to apply their oversubscription criteria. If schools use a supplementary form these must be consulted on and published and also available from the Local Authority.
3. A supplementary form, where required, must be submitted with the **CA1** form. It will not be regarded as a valid application unless the parent has also completed the **CA1**.
4. Applications from parents for schools outside Worcestershire should be made direct contact with the school or the local authority in whose area the school is located to find out how they process in-year applications.
5. Parents will be invited to state up to three preferences on the **CA1** for schools in priority order and give reasons for those preferred schools. Preference order is not taken into account when applying admission criteria as the law requires all preferences to be treated equally.
6. Where a parent approaches a school directly the parent should be advised to complete a **CA1** and return it to School Admissions.

Parents or carers seeking to transfer to a school need to be aware that they are responsible for ensuring their child continues to receive appropriate education in the interim.

Admission of Children outside of their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health, effectively in the year group below or above their chronological age group. The Local Authority must make the decision based on the circumstances of each case and in the best interests of the child concerned.

The Local Authority will request the head teacher of the school to take account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have

previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely in order to reach a decision as to whether or not it is appropriate for the individual child to **delay or accelerate their entry** into school and be taught outside of their chronological age group.

Parental Responsibility and what is considered to be the Home Address

In the case of Community and Voluntary Controlled schools, home is defined as the only or main permanent residential address, at the closing date for applications, where the child usually resides and which is the usual address of the parent/carer with main responsibility for the child.

Where parents/carers have shared responsibility, the child's home address will usually be considered to be that of the parent/carer with whom the child lives for the majority of the school week (eg three or more days out of five Monday to Friday during termtime). Where care is split equally, parent/carers must provide independent supporting documentary evidence to prove that care is equally split. In such cases the address of the parent/carer in receipt of the Child Benefit will be the address on which the application will be processed.

Should more than one parent have parental responsibility for a child, both parents should be in agreement over the preferences expressed prior to the application being submitted. Where more than one parent submits an application for a child, or where there is a parent not in agreement with the preferences, the Local Authority may not be able to process any application until agreement over the preferences is reached. Failure to ensure agreement prior to submission, may result in a delay in any application being processed and in some instances, where agreement cannot be reached we may not be able to proceed until a legal resolution has been sought and the courts determine which parent can make the final decision on schooling.

When submitting your application, as part of the terms and conditions, you will be required to confirm that parents are in agreement with the preferences expressed, this will also apply if you wish to transfer in year. If it is subsequently determined that agreement was not made prior to the application being submitted, it could result in the withdrawal of the offer of a place, if it is determined that the information supplied was misleading or fraudulent.

'If you need help understanding this document in your own language, please contact Ethnic Access Link. Tel: 01905 25121' (English)

'যদি এই দলিলটি আপনার নিজের ভাষায় বুঝতে আপনার সাহায্যের প্রয়োজন হয়, অনুগ্রহ করে Ethnic Access Link (এথনিক অ্যাক্সেস লিংক) কে 01905 25121 টেলিফোন নম্বরে যোগাযোগ করুন' (Bengali)

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Co-ordinated Admissions Scheme for First, Primary & Middle Schools in Worcestershire for 2021/22 Academic Year

Document Details:

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Date: January 2020

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Contact: School Admissions Team

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Introduction

Local Authorities are required, to operate a coordinated admissions scheme for First, Primary & Middle Schools (i.e. schools who admit children below age 11). Under the scheme, LA's are required to coordinate with neighbouring authorities, and all admission authorities within their area to ensure that only one offer of a school place is awarded to pupils. The Scheme outlined below applies to the academic year 2021/22, and is similar to the scheme implemented for the last few academic years.

The Application Process

ALL pupils, who reside **within Worcestershire**, who wish to apply to **any** First, Primary or Middle School, including any school outside the county of Worcestershire, are required to complete an application.

This also means that any pupil, who does not reside within Worcestershire, but wishes to apply for a place at a Worcestershire school must complete an **application provided by their "home" LA**. (The "home" LA is defined as the Local Authority relevant to the child's home address). The "home" LA will ensure the application details are passed on to this authority for consideration in the allocation of school places. (See timetable for dates).

When all applications have been considered, in conjunction with neighbouring LA's and/or Academies, Foundation, Free and Voluntary Aided Schools, the offer of a **single** school place will be made by the "home" LA, on behalf of the relevant admission authority. (See timetable for dates).

Parents should be aware that different LAs and Academies, Foundation, Free and Voluntary Aided Schools may have different admissions criteria, and therefore it is strongly advised that they ensure that they have understood the information that is available from each LA/School, before stating their preference on any application.

Please make contact with the Admissions Teams of any of the relevant LAs, if further information is required. (The addresses and telephone numbers of all the neighbouring LAs can be found in the Information for Parents Book.)

The Application and Closing Date

Parents are invited to state three preferences, and parents are also able to state the reasons, for their preference. All preferences are to **be treated as equal initially**, and sent out to other admission authorities (i.e. Academies, Foundation, Free and Voluntary Aided Schools, or neighbouring LAs) if appropriate, for consideration.

The closing date for the receipt of applications will be **15th January 2021**.

Initial Allocation Process

By 8th February 2021, Worcestershire LA will send details to all of its Academies, Foundation, Free and Voluntary Aided Schools, for initial consideration. This information may need to be updated if information regarding further applications is subsequently received by other Local Authorities. Late applications will be forwarded upon receipt.

By 8th February 2021, Worcestershire LA will send all neighbouring LAs details of applicants for their schools, who will then apply their admissions criteria.

By 1st March 2021, Worcestershire LA will receive a ranked list from each of its Academies, Foundation, Free and Voluntary Aided Schools of all applicants. These lists will be compared to identify any pupils, who may have been offered more than one place. As **only the highest ranking school** will be offered, it may be necessary for Worcestershire LA to inform the Academies, Foundation, Free and Voluntary Aided school(s) that the place is not required, this will be notified to the school, as required.

This process will be ongoing (see section about late applications), along with exchange of information to neighbouring LAs – see timetable for dates.

Finalising the Allocation Process

By 31st March 2021, a final data exchange between Local Authorities neighbouring authorities, will take place, and any amendments to the listings for Academies, Foundation, Free and Voluntary Aided Schools will be notified as soon as possible.

On 16th April 2021, an offer of a school place will be made by Worcestershire LA, on behalf of the relevant admission authority, in the case of Worcestershire residents (even if the placement is for an Academy, Foundation, Free and Voluntary Aided School or a school in a neighbouring LA). **For families residing outside Worcestershire, who have applied for a place in a Worcestershire school, the offer letter will be sent by the “home” LA.**

The **single** offer will normally be the highest ranked school on the application form, at which a potential offer could be made.

In the few cases, where it may be not be possible to offer a place at any of the three preferences stated on the application, and the parent is a Worcestershire resident, a place will be offered at the catchment area school (if places are available), or the nearest available school with places, which includes Academies, Foundation, Free and Voluntary Aided Schools.

Late Applications

Between 16th January 2021 and 28th February 2021, it is likely that a number of late applications will be received. The Council has agreed in its co-ordinated scheme to accept late applications, for Community and Voluntary Controlled Schools within Worcestershire, within this time-frame, and treat them as being on time, only in the following circumstances;

- a) where a family have just moved address, (refer to Section 8B of the Information for Parents book);
- b) where it is agreed by School Admissions, that individual circumstances apply and the delay was reasonable given the circumstances of the case;

In each case supporting documentary evidence will be required. **In all other circumstances, or if the application is not received until after 28th February 2021, late applications (including late changes to on time applications) will receive a lower priority, and will only be considered after the applications received (or deemed to be) on time.**

NB. If the late application is for an Academy, Foundation, Free and Voluntary Aided School, or a school outside Worcestershire, it will be necessary to refer to the late application policy of the school or the LA, in whose area the school is located.

All applications received after 28th February 2021 for the intake year, must be sent to Worcestershire LA, and will be processed as soon as possible. An offer, or refusal of a school place, will be given by Worcestershire LA, on behalf of the relevant admission authority.

Waiting Lists

Waiting lists for Community and Voluntary Controlled Schools are maintained by the School Admissions Section, and parents need to apply, in order to be included. These waiting lists will be maintained until the 31st December 2021. Parents will need to reapply at the start of each term if they wish to be included on the list for the following term.

Waiting lists for Academy, Foundation, Free and Voluntary Aided Schools are maintained by the individual schools and parents will need to contact the schools directly, in order to be included. Parents must consult the individual schools for details on the waiting list procedure.

Timetable of Admissions Process

Timetable of Admissions Process

15th January 2021	All applications must be received, either on-line or at the HOME LA .
8th February 2021	Information forwarded to Academies, Foundation, Free and Voluntary Aided Schools for applications to be considered. Further applications to be forwarded ASAP.
8th February 2021	Information received from neighbouring LAs of pupils, who have nominated a school in Worcestershire.
8th February 2021	Information supplied to neighbouring LAs concerning any Worcestershire children nominating an out-county school.
28th February 2021	Last date at which Late Applications can be considered in initial allocation (see section about 'Late Applications' for limited circumstances).
1st March 2021	Academy, Foundation, Free and Voluntary Aided Schools to return preferences, ranked by those schools in accordance with their admission criteria.
8th March 2021	Worcestershire and neighbouring LAs to exchange information of results (1 st cycle).
15th March 2021	Worcestershire and neighbouring LA's to exchange further information (2 nd cycle).
31st March 2021	Worcestershire and neighbouring LAs to exchange final information.
16th April 2021	Offers of school places made to parents.

Fair Access Protocol

As part of the Worcestershire Fair Access Protocol, all schools with Key Stage 2, 3 and 4 classes can be required to exceed the published admission number to admit pupils covered by the Protocol. The Protocol is published at: [Worcestershire Fair Access Protocol](#)

Admission of children outside their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health, effectively in the year group below or above their chronological age group. In addition, the parents of a summer born child may choose not to send that child to school until the September

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Co-ordinated Admissions Scheme for First, Primary & Middle Schools in Worcestershire for 2021/22 Academic Year

following their fifth birthday and may request that they are admitted out of their normal age group – to Reception rather than Year 1.

The admission authority for any school must make the decision based on the circumstances of each case and in the best interests of the child concerned.

In the case of a Community or Voluntary Controlled School the Local Authority will request the head teacher of the school to take account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely in order to reach a decision as to whether or not it is appropriate for the individual child to delay or accelerate their entry into school and be taught permanently behind or ahead of their chronological age group. The reasons for the decision must be clearly set out.

Even if delayed or accelerated entry is agreed, the normal admission arrangements apply and there is no guarantee of a place.

'If you need help understanding this document in your own language, please contact Ethnic Access Link. Tel: 01905 25121' (English)

'যদি এই দলিলটি আপনার নিজের ভাষায় বুঝতে আপনার সাহায্যের প্রয়োজন হয়, অনুগ্রহ করে Ethnic Access Link (এথনিক অ্যাক্সেস লিংক)-কে 01905 25121 টেলিফোন নম্বরে যোগাযোগ করুন' (Bengali)

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Co-ordinated Admissions Scheme for Secondary Schools in Worcestershire for 2021/22 Academic Year

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Introduction

Local Authorities are required, to operate a coordinated admissions scheme for Secondary Schools (i.e. schools who admit children at age 11 or older). Under the scheme, LA's are required to coordinate with neighbouring authorities, and all admission authorities within their area to ensure that **only one offer of a school place** is awarded to pupils. The Scheme outlined below applies to the academic year 2021/22, and is similar to the scheme implemented for the last few academic years.

The Application Process

ALL pupils, who reside **within Worcestershire**, who wish to apply to **any Secondary School**, including any school outside the county of Worcestershire, are required to complete an application.

This also means that any pupil, who does not reside within Worcestershire, but wishes to apply for a place at a Worcestershire school must complete an **application provided by their "home" LA**. (The "home" LA is defined as the Local Authority relevant to the child's home address). The "home" LA will ensure the application details are passed on to this authority for consideration in the allocation of school places. (See timetable for dates).

When all applications have been considered, in conjunction with neighbouring LA's and/or Academies, Foundation, Free and Voluntary Aided Schools, the offer of a **single** school place will be made by the "home" LA, on behalf of the relevant admission authority. (See timetable for dates).

Parents should be aware that different LAs and Academies, Foundation, Free and Voluntary Aided Schools may have different admissions criteria, and therefore it is strongly advised that they ensure that they have understood the information that is available from each LA/School, before stating their preference on any application.

Please make contact with the Admissions Teams of any of the relevant LAs, if further information is required. (The addresses and telephone numbers of all the neighbouring LAs can be found in the Information for Parents Book.)

The Application and Closing Date

Parents are invited to state three preferences, and parents are also able to state the reasons, for their preference. All preferences are to **be treated as equal initially**, and sent out to other admission authorities (i.e. Academies, Foundation, Free and Voluntary Aided Schools, or neighbouring LAs) if appropriate, for consideration.

The closing date for the receipt of applications will be **31st October 2020**.

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Initial Allocation Process

By 23rd November 2020, Worcestershire LA will send all neighbouring LAs details of applicants for their schools, who will then apply their admissions criteria.

By 23rd November 2020, Worcestershire LA will send details to all of its Academies, Foundation, Free and Voluntary Aided Schools, for initial consideration. This information may need to be updated if information regarding further applications is subsequently received by other Local Authorities. Late applications will be forwarded upon receipt.

By 16th December 2020, Worcestershire LA will receive a ranked list from each of its Academies, Foundation, Free and Voluntary Aided Schools of all applicants. These lists will be compared to identify any pupils, who may have been offered more than one place. As **only the highest ranking school** will be offered, it may be necessary for Worcestershire LA to inform the Academies, Foundation, Free and Voluntary Aided school(s) that the place is not required, this will be notified to the school, as required.

This process will be ongoing (see section about late applications), along with exchange of information to neighbouring LAs – see timetable for dates.

Finalising the Allocation Process

By 8th February 2021, a final data exchange between Local Authorities neighbouring authorities, will take place, and any amendments to the listings for Academies, Foundation, Free and Voluntary Aided Schools will be notified as soon as possible.

On 1st March 2021, an offer of a school place will be made by Worcestershire LA, on behalf of the relevant admission authority, in the case of Worcestershire residents (even if the placement is for an Academy, Foundation, Free and Voluntary Aided School or a school in a neighbouring LA). **For families residing outside Worcestershire, who have applied for a place in a Worcestershire school, the offer letter will be sent by the “home” LA.**

The **single** offer will normally be the highest ranked school on the application form, at which a potential offer could be made.

In the few cases, where it may be not be possible to offer a place at any of the three preferences stated on the application, and the parent is a Worcestershire resident, a place will be offered at the catchment area school (if places are available), or after consultation with other relevant admission authorities, the nearest available school with places, which includes Academies, Foundation, Free and Voluntary Aided Schools.

Late Applications

Between 1st November 2020 and 31st January 2021, it is likely that a number of late applications will be received. The Council has agreed in its co-ordinated scheme to accept late applications, for Community and Voluntary Controlled Schools within Worcestershire, within this time-frame, and treat them as being on time, only in the following circumstances;

- a) where a family have just moved address, (refer to Section 8B of the Information for Parents book);
- b) where it is agreed by School Admissions, that individual circumstances apply and the delay was reasonable given the circumstances of the case;

In each case supporting documentary evidence will be required. **In all other circumstances, or if the application is not received until after 31st January 2021, late applications will receive a lower priority, and will only be considered after the applications received (or deemed to be) on time.**

NB. If the late application is for an Academy, Foundation, Free and Voluntary Aided School, or a school outside Worcestershire, it will be necessary to refer to the late application policy of the school or the LA, in whose area the school is located.

All applications received after 1st February 2021 for the intake year, must be sent to Worcestershire LA, and will be processed as soon as possible. An offer, or refusal of a school place, will be given by Worcestershire LA, on behalf of the relevant admission authority.

Waiting Lists

Waiting lists for Community and Voluntary Controlled Schools are maintained by School Admissions, and parents need to apply, in order to be included. These waiting lists will be maintained until the 31st December 2021. Parents will need to reapply at the start of each term if they wish to be included on the list for the following term.

Waiting lists for Academy, Foundation, Free and Voluntary Aided Schools are maintained by the individual schools and parents will need to contact the schools directly, in order to be included. Parents must consult the individual schools for details on the waiting list procedure.

Timetable of Admissions Process

Timetable of Admissions Process

31st October 2020	All applications must be received, either at current school, on-line or the HOME LA.
23rd November 2020	Information received from neighbouring LAs of pupils, who have nominated a school in Worcestershire.
23rd November 2020	Information supplied to neighbouring LAs concerning any Worcestershire children nominating an out-county school
23rd November 2020	Information forwarded to Academies, Foundation, Free and Voluntary Aided Schools for applications to be considered.
16th December 2020	Academy, Foundation, Free and Voluntary Aided Schools to return preferences, ranked by those schools in accordance with their admission criteria.
16th December 2020	Further co-ordination required, to compare lists against parents' rankings (ongoing).
11th January 2021	Worcestershire and neighbouring LAs to exchange information of results (1st cycle).
11th January 2021	Worcestershire to check nominations against parents' rankings and adjust where necessary.
22nd January 2021	Further exchange of data between neighbouring LA's detailing potential offers.
31st January 2021	Last date at which Late Applications can be considered in initial allocation (see section about 'Late Applications' for limited circumstances).
3rd February 2021	Worcestershire and neighbouring LAs to exchange further information (2nd cycle).
8th February 2021	Worcestershire and neighbouring LAs to exchange final information.
1st March 2021	Offers of school places made to parents by Home LA.

Fair Access Protocol

As part of the Worcestershire Fair Access Protocol, all schools with Key Stage 2, 3 and 4 classes can be required to exceed the published admission number to admit pupils covered by the Protocol. The Protocol is published at: [Worcestershire Fair Access Protocol](#)

Admission of children outside their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health, effectively in the year group below or above their chronological age group.

The admission authority for any school must make the decision based on the circumstances of each case and in the best interests of the child concerned.

In the case of a Community or Voluntary Controlled School the Local Authority will request the head teacher of the school to take account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely in order to reach a decision as to whether or not it is appropriate for the individual child to delay or accelerate their entry into school and be taught permanently behind or ahead of their chronological age group. The reasons for the decision must be clearly set out.

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Pyramid	Type	School
Martley	Primary	Abberley Parochial Primary
Pershore	First	Abbey Park First
Pershore	Middle	Abbey Park Middle
Evesham	First	Ashton under Hill First
Bromsgrove	Middle	Aston Fields Middle
Redditch	First	Batchley First
Bewdley	Primary	Bayton CE Primary
Rubery	Primary	Beaconside Primary
Hagley	Primary	Belbroughton CE Primary
Bromsgrove	First	Beoley First
Bewdley	Primary	Bewdley Primary
Evesham	Middle	Blackminster Middle
Bromsgrove	First	Blackwell First
Hagley	Primary	Blakedown CE Primary
Evesham	First	Broadway First
Bromsgrove	First	Catshill First
Bromsgrove	Middle	Catshill Middle
Bromsgrove	First	Charford First
Droitwich	First	Chawson First
Worcester	Primary	Cherry Orchard Primary
Evesham	First	Church Lench CE First
Worcester	Primary	Claines CE Primary
Evesham	First	Cleeve Prior CE First
Hagley	Primary	Clent Parochial Primary
Martley	Primary	Clifton upon Teme Primary
Kidderminster	Primary	Comberton Primary
Kidderminster	Primary	Cookley Sebright Primary
Evesham	First	Crophorne with Charlton First
Bromsgrove	First	Crown Meadow First
Pershore	First	Defford cum Besford CE First
Bromsgrove	First	Dodford first
Evesham	First	Eckington CE First
Upton	Primary	Eldersfield Lawn CE Primary
Bromsgrove	First	Fairfield First
Bewdley	Primary	Far Forest Lea Memeorial CE Primary
Redditch	First	Feckenham CE First
Bromsgrove	First	Finstall First
Pershore	First	Flyford Flavell First
Kidderminster	Primary	Franche Primary
Martley	Primary	Grimley and Holt CE Primary
Malvern	Primary	Grove Primary
Hagley	Primary	Hagley Primary
Bromsgrove	First	Hanbury CE First
Evesham	First	Harvington CE First
Pershore	First	Himbleton CE First
Droitwich	First	Hindlip CE First
Rubery	Primary	Holywell Primary
Malvern	Primary	Leigh & Bransford Primary
Bromsgrove	First	Lickey End First

Rubery	Primary	Lickey Hills Primary
Wythall	Primary	Meadow Green Primary
Bromsgrove	First	Meadows First
Bromsgrove	First	Millfields First
Redditch	First	Moon's Moat First
Malvern	Primary	Northleigh CE Primary
Bromsgrove	High	North Bromsgrove High
Bromsgrove	Sixth Form	North Bromsgrove High Sixth Form
Redditch	First	Oak Hill First
Kidderminster	Primary	Offmore Primary
Evesham	First	Overbury CE First
Bromsgrove	Middle	Parkside Middle
Evesham	First	Pebworth First
Upton	Primary	Pendock CE Primary
Worcester	Primary	Perdiswell Primary
Worcester	Primary	Pitmaston Primary
Worcester	Primary	Red Hill CE Primary
Redditch	First	Roman Way First
Malvern	Primary	Rushwick CE Primary
Evesham	First	Sedgeberrow CE First
Bromsgrove	First	Sidemoor First
Evesham	First	St Andrew's CE First
Bewdley	Primary	St Anne's CE Primary
Worcester	Primary	St Barnabas CE Primary
Kidderminster	Primary	St Catherine's CE Primary
Evesham	Middle	St Egwin's CE Middle
Hagley	Primary	St Kenelm's CE Primary
Redditch	First	St Luke's CE First
Evesham	First	St Richard's CE First
Bromsgrove	First	Stoke Prior First
Evesham	First	Swan Lane First
Redditch	First	Tenacres First
Evesham	Middle	The De Montfort School (LOWER)
Evesham	Sixth Form	The De Montfort School (SIXTH FORM)
Evesham	High	The De Montfort School (UPPER)
Droitwich	First	Tibberton CE First
Bewdley	Primary	Upper Arley CE Primary
Pershore	First	Upton Snodsbury CE First
Upton	Primary	Upton upon Severn Primary
Droitwich	Middle	Westacre Middle
Droitwich	First	Westlands First
Worcester	Primary	Whittington CE Primary
Droitwich	Middle	Witton Middle
Kidderminster	High	Wolverley CE Secondary
Kidderminster	Sixth Form	Wolverley CE Secondary Sixth Form
Redditch	First	Woodrow First School
Malvern	Primary	Wyche CE Primary

PAN for 2021

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Fair Access Protocol for Schools in Worcestershire

September 2019

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Introduction

The school admissions code places a statutory responsibility on all Local Authorities (LA) to have a Fair Access Protocol (FAP) which all schools in their area comply with, to ensure that all unplaced children, especially the most vulnerable, are offered a suitable school place without unnecessary delay.

Aims of the Fair Access Protocol

The protocol is designed to:

- a. Acknowledge the need for vulnerable young people who are seeking a school place to be dealt with quickly and sympathetically
- b. Reduce the time that these pupils spend out of school
- c. Ensure that schools admit pupils including those with challenging educational needs on a fair and equitable basis
- d. Be fair and transparent
- e. Ensure that all schools accept a fair and equitable share of pupils

The Fair Access Protocol **does not** apply to:

- a. Looked After Children or previously Looked After Children, as these children **must** be admitted.
- b. Children with Education, Health and Care Plans **must** not be referred to Fair Access Panels, as their admission will be in accordance with the appropriate legislation managed by the SEND and Vulnerable Learners Service.

In most instances parents are able to secure a mainstream school place; however, there are occasions where parents are not successful. This is a situation which is only acceptable where:

- Admitting the child would prejudice the provision of efficient education or the efficient use of resources e.g. the school is full.
- The Governing Body do not wish to admit a child with challenging behaviour in year, even though there are places available. This is **only** appropriate where the school already has a disproportionate number of children with challenging behaviour or previously excluded children.

Challenging Behaviour

For the purpose of this document Children with challenging behaviour are defined as follows:

- Those who have engaged in serious criminal behaviour resulting in a conviction or a police caution within the two years preceding the request for a school place;
- Children, admitted to the school who have received a permanent exclusion within the last 2 years;
- Children whose behaviour has resulted in a number of fixed term exclusions within the previous 12 months (or other evidenced in-house alternative intervention in line with the [Graduated Response](#)) from which it is clear that the child is at serious risk of permanent exclusion.

- In order for a child to be classed as challenging in Worcestershire there must be evidence that the advice of a range of professionals has been sought, in order to support the child. The advice from professionals must have been put in place and despite this, challenging behaviour has continued.

Schools are more likely to have a significantly higher proportion of “children with challenging behaviour or previously permanently excluded children” if the schools socio-economic data in the English Indices of Deprivation indicates a higher level of deprivation than most other schools in the FAAP. The Data Dashboard circulated by the LA each term to all FAAPs will identify the schools in that FAAP that have a significant level of children with challenging behaviour, taking into account the definition of challenging behaviour specified above and the English Indices of Deprivation. If this is not the case for a school, a refusal on this basis will not be accepted and the school will be required to admit the child.

Key Principles

1. The FAP will be triggered when a parent of an eligible child has not secured a school place under in-year admission procedures.
http://www.worcestershire.gov.uk/downloads/file/10910/co-ordinated_scheme_in-year_applications_2020
2. The LA has introduced a co-ordinated approach for all in year admissions via the School Admissions Team.
3. The Protocol may require schools to admit pupils over their PAN and ahead of pupils on their waiting list, unless to do so would breach the class size legislation in KS1.
4. Referrals under this Protocol will not be accepted unless an in-year application has been submitted and the parent has not secured a school place for their child. The FAP must not be used to circumvent the in-year admissions process; parents are also entitled to appeal against any refusal to admit during this process.
5. Children who are included within the Fair Access Protocol are:
 - a. children from the criminal justice system or alternative provision who need to be reintegrated into mainstream education
 - b. children who have been out of education for 4 weeks or more
 - c. children of the Gypsy, Roma, Traveller community, refugees and asylum seekers, including those that are new to the country;
 - d. children who are homeless
 - e. children with unsupportive family backgrounds for whom a place has not been sought
 - f. children who move into the area for whom there is no other available school within a reasonable distance;
 - g. children with special educational needs, disabilities or medical conditions, including those returning from MET (but without an Education, Health and Care Plan).
 - h. children who are carers;
 - i. children with a Child in Need Plan or a Child Protection Plan;
 - j. children living in refuge or in emergency accommodation
 - k. children who have been refused admission from a school because of challenging behaviour, even though the school has places available where that school already has a significant number of children with challenging behaviour

- I. children previously Electively Home Educated who wish to return to school should be admitted to their previous school and if appropriate a managed move could be instigated.
6. This Protocol will not apply to children on roll of a Worcestershire school, despite any attendance issues they may have, unless the child has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which they are registered.
7. There is an expectation that consideration should be given to parental preference; however, there is no duty placed upon LAs/Fair Access Area Panels (FAAP) to comply with such preference(s) when allocating places under the Fair Access Protocol.
8. Parents remain responsible for ensuring that their child receives a suitable education. Therefore, should they choose to refuse the school place offered under this Protocol, they will need to secure alternative arrangements for their child's education either by securing another school place through the usual admissions and appeal process or otherwise.
9. If a parent does not make suitable arrangements even though the LA has identified a place through the Fair Access Protocol, the LA may consider an application for a School Attendance Order.
10. 'Managed Moves' are separate to arrangements to those made under the Fair Access Protocol; however, consideration will be given to the number of completed Managed Moves when identifying appropriate schools to admit children through the Protocol. (See Appendix D Managed Move Protocol)
11. All schools **MUST** provide a representative at the meeting who is able to participate in discussions and make decisions on placing children as well as taking their fair share of children via the Protocol. Non-attendance at Fair Access Area Panel (FAAP) meetings will **not** mean that those schools are exempt from participating in the allocation of places either in placement panels or being identified for direction.

Operation of the Fair Access Protocol in Worcestershire

12. In-year admissions will be co-ordinated by the School Admissions Team. Where they identify that an application meets the criteria for FAP and schools have refused places under the normal in-year admissions process, the case will be referred to FAAP of the child's preferred school/s and also the FAAP where the child resides, if this is different.
13. Placement of secondary aged children is arranged through FAAP which, for geographical reasons, are divided into the following areas:

Area/Panel	Schools Represented	Local Alternative Provider/PRU
North East Worcestershire (Redditch and Bromsgrove) Secondary School Panel	North Bromsgrove High School Ridgeway Academy RSA Arrow Vale Saint Augustine's Catholic High School South Bromsgrove High School Trinity High School	The Forge Secondary Short Stay School (PRU)

	Tudor Grange Academy Redditch Waseley Hills High School Woodrush High School	
Bromsgrove Middle School Panel	Alvechurch CE Middle School Aston Fields Middle School Catshill Middle School Parkside Middle School St John's CE Academy Middle	The Forge Secondary Short Stay School (PRU) The Beacon Primary Short Stay School (PRU)
Redditch Middle School Panel	Birchensale Middle School Church Hill Middle School Ridgeway Academy Ipsley CE RSA Academy St Bede's Catholic Middle School Tudor Grange Academy Redditch Walkwood Church of England Middle School Woodfield Academy	The Forge Secondary Short Stay School (PRU) The Beacon Primary Short Stay School (PRU)
North West Worcestershire (Wyre Forest) Secondary School Panel	Baxter College Bewdley High School Hagley Catholic High School Haybridge High School Holy Trinity School King Charles I School Stourport High School Tenbury Ormiston Academy Wolverley CE Secondary School	Continu Plus (Academy) (AP Free School)
South Worcestershire Secondary School Panel	Dyson Perrins CE Academy Hanley Castle High School Pershore High School Prince Henry's High School The Chase School The De Montfort School	Aspire Academy (AP Free School) Newbridge Short Stay School (Academy)
Worcester City Secondary School Panel	The Chantry School Christopher Whitehead Language College Droitwich Spa High School Tudor Grange Academy, Worcester Nunnery Wood High School Bishop Perowne CE College Blessed Edward Oldcorne Catholic College	Aspire Academy (AP Free School) Newbridge Short Stay School (Academy)

14. There may be instances where a child resides geographically closer to a school outside of their geographical FAAP. The child will be considered for placement at both their geographical FAAP and the FAAP covered by their nearest schools, where these are different.
15. Each FAAP will meet every half term, outside of those meetings placement of a child may still be considered by the panels, virtually either by electronic means or telephone conversation.

16. There is an expectation that every child brought to panel **must** be placed.
17. It is acknowledged that in some instances it may not be viable to have specific panels in the Primary Phase. In such cases, where a placement is required, the nearest schools with and without places will be brought together in a meeting within seven days of the request, and will act as a Panel. A LA representative will attend this meeting. There is an expectation that every child brought to one of these meetings **must** be placed
18. Each Panel must have a Chair and, as a minimum, include representatives from:
 - a) Schools, with the authority to allocate places for their school
 - b) Local Commissioned Alternative Provider(s)
 - c) Local Authority
 - d) Other professionals where appropriate
19. All Panels, including those convened in the Primary Phase, must keep accurate minutes of each meeting and these must be sent within 3 days of each panel meeting, to all invitees.

Procedure

21. A request to the representatives of the relevant FAAP will be made including the relevant information to enable a decision to be reached.
22. Consideration should be given to the location of each school; however, any placement made through the FAAP will be regarded as the child's designated school. The transport re-designation form will be completed by School Admissions to ensure transport is available.
23. All schools **must** work together collaboratively. When placing a child through Fair Access the Panel **must** have evidence of and regard to the following, when identifying a school to ensure all schools are treated in a fair, equitable and consistent manner.
 - The number of children in the relevant year group
 - Published Admission Numbers
 - Distance from home to school
 - Number and percentage of permanently excluded pupils admitted to the school
 - Number and percentage of permanently excluded pupils from the school
 - Number and percentage of Managed Moves admitted to the school
 - Number and percentage of Managed Moves leaving the school
 - Number and percentage of Fair Access admissions
24. The LA will oversee the maintenance of a weighted list in order to identify the school with the lowest weighting score whose turn it may be to admit next. (See Appendix A, 'The Schools Weightings'). Pupils admitted through a 'Managed Move' will also be included on this grid.
25. The Panel **must** identify a school within seven days of the request, to ensure no child is without a school place for a prolonged period of time.

26. The Chair of the Panel is responsible for notifying all parties of the outcome and providing the relevant minutes of the meeting to evidence the decision making process. If placement is made prior to the FAAP meeting, this must be reflected in the minutes of the next FAAP meeting.
27. In line with the current DfE advice, once a school has been identified and agreed by the school and panel, it is expected that the child will be admitted to the identified placement as soon as possible; the expectation is that this is within **seven** calendar days after the agreement to place has been made.
28. Written confirmation of the decision of FAAP, including placements made prior to the FAAP meeting, will be sent to the parent by School Admissions. For the purpose of securing transport, the transport re-designation form will also be completed by the School Admissions Team. The CME officer allocated to the family, will support the child's admission to school.
29. **All children presented to FAP must be allocated a place under the Protocol.** Using the weighting system all placements will be made objectively.
30. If the identified school objects to the decision, the LA will then follow the direction process.

Alternative Provision

31. Where a child is eligible for placement under Fair Access the LA will consider whether interim Alternative Provision would be suitable to minimise the days lost to education whilst a placement is sought.
32. Schools must not refuse to consider a child for placement under Fair Access on the grounds that a child attends Alternative Provision prior to being placed.

Complaints

33. Where a parent has concerns about the LA's policies/procedures or an individual officer they will be advised to follow the LA's complaints procedure.
34. Where a parent has concerns about a school they will be advised to follow the school's complaints procedure.

Monitoring and Review

35. The monitoring and review of this Protocol, and the effectiveness of each Fair Access Area Panel in exercising their responsibilities within the Protocol, will be undertaken termly by the Chairs of FAAP Meeting representatives. This meeting is attended by:
 - a. The Chairs of each Fair Access Area Panel
 - b. Local Authority Representatives
36. The Protocol will be consulted on with all schools annually as part of the annual statutory consultation process on admission arrangements, and approved by the Cabinet of the County Council/Cabinet Member with Responsibility as part of the annual determination on admission arrangements.
37. The Protocol will be published on Worcestershire Children First Website

Useful Contacts

NB Please do not send emails containing sensitive information through the email addresses below. All documents which detail personal, confidential or restricted information should be sent securely via the Children's Services Portal marked for the attention of the recipient.

Donna Parker Lead for Attendance and Education Welfare	donna.parker@babcockinternational.com	01905 678165
Tracey Wilson School Admissions Manager	tracey.wilson@babcockinternational.com	01905 678171
Gethin Howells Exclusions Officer	Gethin.Howells@babcockinternational.com	01905 678130
SEND helpline	SEN-RGS@worcschildrenfirst.org.uk	01905 845579
Natalie Waters Headteacher Droitwich Spa High School Worcester City FAAP Chair	WatersNJ@droitwichspahigh.worcs.sch.uk	01905 774421
Adrian Ward Headteacher Trinity High School NEW Secondary FAAP Chair	head@trinityhigh.net	01527 585859
Rebecca Garrat Headteacher Wyre Forest School Wyre Forest FAAP Chair	office@wfs.worcs.sch.uk	01562 827785
Stuart Weston Senior Deputy Head The De Montfort School SW FAAP Chair	sweston@tdms.worcs.sch.uk	01386 442060
Vacancy NEW Middle School FAAP Chair		
Paul Essenhigh/Neil Mills Joint Chair Catshill Middle School/ Parkside Middle School Bromsgrove LP Chair	head@catshill-middle.worcs.sch.uk head@parkside.worcs.sch.uk	01527 872431 01527 873660
Family Front Door/Early Help Worcestershire	http://www.worcestershire.gov.uk/info/20324/advice_care_health_and_support	01905 822666

Appendix 4

CAMHS	WHCNHS.CAMHS-SPA@nhs.net	01905 681 087 (Internal Extension: 51087)
Kim Carwardine Newbridge PRU	newbridge@adv Sancetrust.org	01905 763580
Sean Williams Headteacher The Forge PRU	spw32@theforge.worcs.sch.uk	01527 597936
Sara Devo Headteacher ContinU+ Academy AP Free School	sd263@cpa.worcs.sch.uk	0793 655 3325 01562 822463
Simon Stevenson Headteacher Aspire Academy AP Free School	sstevenson@TheAspireAcademy.onmicrosoft.com	01905 455422
Lesley Hatton Headteacher The Beacon PRU (NEW/Wyre Forest)	office@thebeacon.worcs.sch.uk	NEW: 01527 514068 NWW: 01562 748708
Peter Hines Headteacher Perryfields PRU	office@perryfields.worcs.sch.uk	01905 427011
Education Transport Team	KRoberts2@worcestershire.gov.uk	01905 728891
Education Finance Rob Phillips	RPhillips2@worcestershire.gov.uk	01905 846252

Appendix A – Weightings Grid

Principles

To ensure that all schools accept a fair and equitable share of pupils. All placements will be made fairly and objectively. The list will be open and transparent in its operation so that comparisons between schools is easily made and the admission, permanent exclusion and transfer of pupils can easily be tracked. The weightings will enhance the priority of very vulnerable groups of children.

How the Weightings will work

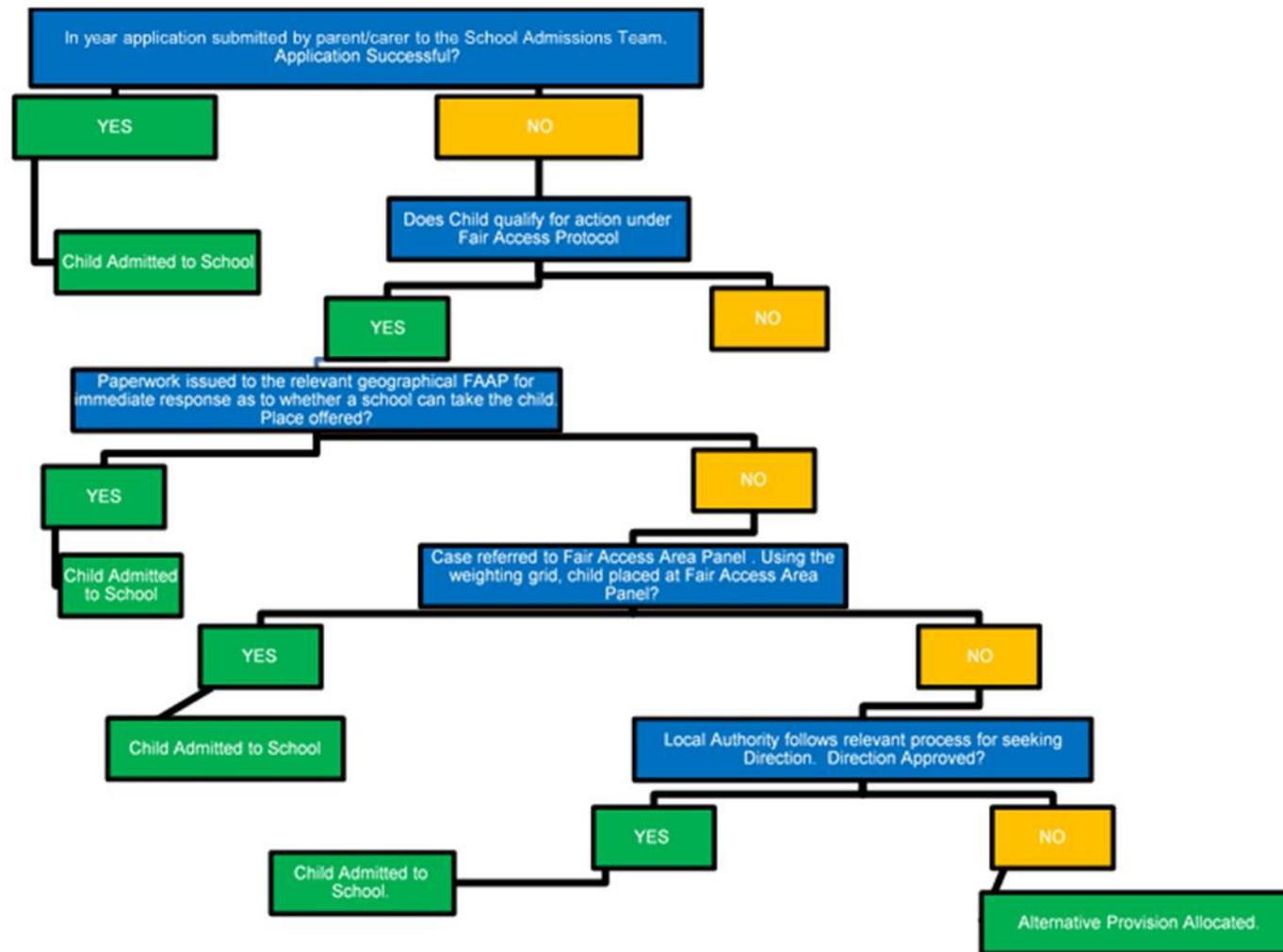
1. The Grid will be a spreadsheet identifying all of the schools in the FAAP area.
2. There will be rows to track pupils coming 'IN – Permanent Exclusions' and pupils 'IN - FAP' i.e. these will be permanently excluded and other pupils admitted under FAP by the school.
3. Permanently excluded pupils will attract triple weighting (3 points). Other FAP pupils will attract single weighting (1 point)
4. Rows will also track 'Permanent Exclusions - OUT' which will attract a weighting factor (-3 points) to the school score unless, they have previously attempted a managed move for the child, the child was admitted to the school through the FAP Process in which case (-1 point) will be attracted. Transfers OUT of FAP pupils will attract a weighting of (-1 point).
5. The spreadsheet will also maintain rows that record the number of 'Managed Moves' involving each school in the FAAP area. These pupils will attract a single weighting (+1 point for the receiving school and +1 point for the transfer out school), which will be added to the weighted score for each school to give a total weighting.
6. The spreadsheet will also maintain rows that record the number of 'In-Year Admissions' involving each school in the FAAP area. These pupils will attract a single weighting (+1 point for the receiving school and -1 point for the transfer out school), which will be added to the weighted score for each school to give a total weighting.
7. The difference between the 'IN' and the 'OUT' columns will give a weighted score for the school. The schools with the lowest or most negative weighted score will be deemed the next most likely schools to admit a pupil.
8. The spreadsheet will show the number of students in each year group and the percentage of students taken in that year through FAP.
9. The spreadsheet will also give an overall score for the each FAAP area, so that comparison can be made across Worcestershire. This will be presented to Chairs of FAAP at the termly meetings to be able to assess the overall impact of the protocol.

Upkeep and use of the Weightings Grid

1. The Local Authority will maintain copies of the weightings and will ensure they are updated before each FAAP meeting.
2. The weightings will be used by each FAAP to inform their decision making about the school indicated to admit a pupil.

Appendix 4

3. Pupils will remain on the weighting grid until they leave the roll of the school, e.g. permanently excluded, complete their Year 11 studies or move to a new school etc.



Appendix 4

Other Useful Documents

[In-Year Application](#) (to be used as a Learner Profile for Fair Access Assessment)

[SEND Local Offer](#)

[Graduated Response](#) (SEND Support in education provision)

Direction Process Flowchart (to be published when arrangements are approved)

Managed Move Protocol (to be published following separate consultation)

In-Year CLA Guidance

School Admissions Code

'If you need help understanding this document in your own language, please contact Ethnic Access Link. Tel: 01905 25121' (English)

'যদি এই দলিলটি আপনার নিজের ভাষায় বুঝতে আপনার সাহায্যের প্রয়োজন হয়, অনুগ্রহ করে Ethnic Access Link (এথনিক অ্যাক্সেস)-কে 01905 25121 টেলিফোন নম্বরে যোগাযোগ করুন' (Bengali)

如果你需要這個文件的中文信息，請聯絡 Ethnic Access Link，電話是01905 25121 (Cantonese)

'Jeśli potrzebujesz pomocy w zrozumieniu tego dokumentu we własnym języku, zadzwoń do Ethnic Access Link. Tel: 01905 25121' (Polish)

'Se necessitar de ajuda para perceber o conteúdo deste documento na sua língua, contacte a associação Ethnic Access Link pelo telefone: 01905 25121' (Portuguese)

'Si necesita ayuda para entender este documento en su idioma, puede ponerse en contacto con Ethnic Access Link en el teléfono 01905 25121' (Spanish)

Bu dokümanõ kendi dilinizde anlamak için yardım isterseniz Ethnic Access Link ile temasa geçiniz Tel: 01905 25121' (Turkish)

Ethnic Access Link (ایٹھنک ایکسس لنک) سے رابطہ کریں۔ ٹیلی فون: 01905 25121 (Urdu) 'اگر آپ کو اس دستاویز کو آپ کی اپنی زبان میں سمجھنے میں مدد کی ضرورت ہے، تو براہ کرم

14 October 2019

Our ref: PA/TW
Contact: Tracey Wilson
Tel: 01905 678131

Headteachers & Chairs of Governors of all Maintained Schools
Neighbouring Local Authorities
Worcester Diocesan Board of Education
Church of England Diocese Birmingham
Birmingham Diocesan Schools Commission
Chair of the Worcestershire Association of Governors
Trade Unions
SENDIASS

Dear Colleagues

**Consultation on Admission Arrangements for Community and Voluntary
Controlled schools for the Academic Year 2021-2022**

The County Council does not intend to consult on changes to the admissions policy approved by Cabinet in February 2019. The arrangements that Cabinet have approved for 2020 to 2021, which it intends to adopt for 2021 to 2022, are available to view at the following link:

https://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals/1874/determined_admissions_policy_2020_to_2021_academic_year

Published Admission Number changes (PAN)

The County Council does however, wish to consult on the reduction of the Published Admission Number (PAN) at a number of its schools and also draw your attention to any Academy, Foundation, Free or Voluntary Aided school that may also be consulting on a PAN reduction or a PAN increase that requires statutory approval. The details on the proposals can be viewed at the following link:

http://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals/2114/consultation_on_proposed_admission_policies_2021_to_2022_academic_year

The Governing Body of Grove Primary School in Malvern wish to reduce the PAN due to falling numbers and to ensure financial sustainability. The Local Authority is therefore seeking any comments on the proposal to reduce to a PAN of 30 from the current PAN of 45.

The Governing Body of Feckenham CE First School in Redditch wish to reduce the PAN due to falling numbers, to ensure financial sustainability and to allow the school to change its age range to from 5 to 9 to 5 to 11, without the need for additional accommodation. The Local Authority is therefore seeking any comments on the proposal to reduce to a PAN of 15 from the current PAN of 25.

Admission Authorities are not required to consult on an increase to the PAN if the school has the accommodation. However, there is still a statutory requirement to consult on an increase to the size of a school where the increase is 30 places and by more than 25% of the existing accommodation.

Academies will need to seek permission from the Regional Schools Commissioner to vary their PAN and funding agreements. Additional accommodation required at any school to meet this Basic Need and any projects will need to be included in the capital investment plan.

The PAN changes will be published in the Information for Parents Book 2021 which when published can be found at www.worcestershire.gov.uk/schooladmissions

Fair Access Protocol Consultation

The School Admissions Code places a statutory responsibility on all Local Authorities to have a Fair Access Protocol which all schools in their area comply with, to ensure that all unplaced children, especially the most vulnerable, are offered a suitable school place without unnecessary delay. The County Council is consulting on a revised Fair Access Protocol for Worcestershire. The consultation document can be viewed below:

http://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals/2114/consultation_on_proposed_admission_policies_2021_to_2022_academic_year

Admission Policy for Academy (A), Foundation (FO), Free (FR) and Voluntary Aided (VA) Schools.

All Academy, Foundation, Free and Voluntary Aided schools must consult on their proposed Admission Policies, where there is a change from the 2020 policy. A copy of the proposed arrangements for Academy, Foundation, Free and Voluntary Aided schools can be found at: http://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals/2114/consultation_on_proposed_admission_policies_2021_to_2022_academic_year, the individual school's website or from the schools' offices. A public notice has been placed in the free local press to this effect.

Where there is no change from the determined policy approved for 2020, and no objections were received to that policy, those admission authorities need not consult for 2021.

Any comments on Academy, Foundation, Free and Voluntary Aided school policies should be directed to the schools themselves.

Co-ordinated Admission Arrangements and Dates

Local Authorities are required, to operate a co-ordinated admissions scheme for the normal admissions round for all schools. Under the scheme, LA's are required to coordinate with neighbouring authorities, and all admission authorities within their area to ensure that **only one offer of a school place** is awarded to pupils.

The draft schemes can be viewed at:

https://www.worcestershire.gov.uk/downloads/download/1330/co-ordinated_schemes_for_all_worcestershire_schools . These are similar to the schemes implemented for the last few academic years.

Consultation will run from **14th October 2019 to 6th December 2019**, a response is invited from all interested parties.

The consultation response form can be found at:

http://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals/2114/consultation_on_proposed_admission_policies_2021_to_2022_academic_year; **all responses will be collated and reported to Cabinet.**

Timescales for this consultation

Responses are required by Friday 6th December 2019. They should be sent to:

Admission Arrangements Consultation
School Admissions
Babcock Prime
Prime House
Woodbury Lane
Norton
Worcester
WR5 2PT

Or by e-mail to tracey.wilson@babcockinternational.com

If you have any queries on these issues please do not hesitate to contact me.

Yours sincerely



Tracey Wilson

Mainstream Admissions Manager

18th December 2019

Our ref: PA/TW
Contact: Tracey Wilson
Tel: 01905 678131

Headteachers & Chairs of Governors of all Maintained Schools
Neighbouring Local Authorities
Worcester Diocesan Board of Education
Church of England Diocese Birmingham
Birmingham Diocesan Schools Commission
Chair of the Worcestershire Association of Governors
Trade Unions
SENDIASS

Dear Colleagues

**Consultation on Admission Arrangements for Community and Voluntary
Controlled schools for the Academic Year 2021-2022**

Published Admission Number change (PAN)

The County Council wishes to consult on the reduction of the Published Admission Number (PAN) at St Anne's CE Primary School, Bewdley.

The Governing Body of St Anne's CE Primary School requested the Local Authority to consult to reduce the PAN of the school from 45 to 30 for 2021.

The reasons put forward by the Governing Body included the falling demand for places and the fact that another primary school in the town, Bewdley Primary School, has had its PAN increased to 60 from 45 for 2020. This has meant a surplus of places in the town.

Over the last 3 years the school has suffered from reduced numbers entering Reception. The Governing Body are concerned about the financial impact on their ability to employ teaching staff, due to falling numbers. The existing PAN of 45 means that the school operates mixed age classes whereas they consider that single aged classes would better support the learning of the pupils.

The overall net effect of place availability in the town would be unaffected with 15 additional places available at Bewdley Primary School, balanced by a reduction in PAN at St Anne's CE Primary School from 45 to 30. The overall number of places in the town of Bewdley would remain 90.

The Local Authority is therefore seeking any comments on the proposal to reduce to a PAN of 30 from the current PAN of 45.

Timescales for this consultation

Responses are required by Wednesday 29th January 2020. They should be sent to:

PAN Reduction Consultation

School Admissions

Babcock Prime
Prime House
Woodbury Lane
Norton
Worcester
WR5 2PT

Or by e-mail to tracey.wilson@babcockinternational.com

If you have any queries on these issues please do not hesitate to contact me.

Yours sincerely



Tracey Wilson
Mainstream Admissions Manager

Response Form
Consultation on Proposed Changes to the PAN for Community and Voluntary Controlled Schools 2021/22, revised Fair Access Protocol and co-ordinated schemes

School/Organisation/ Name	
----------------------------------	--

1. Are there any comments you wish to make on the proposal to decrease the PAN from 45 to 30 at Grove Primary School?
Comments-:
2. Are there any comments you wish to make on the proposal to decrease the PAN from 25 to 15 at Feckenham CE First School??
Comments-:
3. Are there any comments you wish to make on the proposed Fair Access Protocol?
Comments-:

<p>4. Are there any comments on the Co-ordinated Secondary School Scheme you wish to make?</p>
<p>Comments-:</p>
<p>5. Are there any comments on the Co-ordinated Primary and Middle School Scheme you wish to make?</p>
<p>Comments-:</p>

Signed.....

Printed.....

Responses are required by 6th December 2019. They should be sent to:
 Admission Arrangements Consultation 2021/22, School Admissions, Prime House,
 Woodbury Lane, Norton, Worcester, WR5 2NP

Or by e-mail to tracey.wilson@babcockinternational.com

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Response Form

Consultation on Proposed Changes to the PAN for Community and Voluntary Controlled Schools 2021/22, revised Fair Access Protocol and co-ordinated schemes

School/Organisation/ Name Haybridge High School and Sixth Form

1. Are there any comments you wish to make on the proposal to decrease the PAN from 45 to 30 at Grove Primary School?

Comments:- None.

2. Are there any comments you wish to make on the proposal to decrease the PAN from 25 to 15 at Feckenham CE First School??

Comments:- None.

3. Are there any comments you wish to make on the proposed Fair Access Protocol?

Comments:-

Re: the following sentence on page 3, where those children not eligible for FAP are defined:

"The Fair Access Protocol does not apply to:

- a. Looked After Children or previously Looked After Children, as these children must be admitted. "*

The circumstances in which a school "must" admit a LAC/previously LAC are not defined or qualified here, which may be confusing to readers who do not recognise the original context of this wording which is quoted directly from the Admissions Code. It could therefore be interpreted as a requirement that all LAC must be admitted in all circumstances. The Admissions Code has the above wording in para 3.12 in relation to FAPs but there is no further definition or qualification regarding LAC admissions in that paragraph of the Code. There is however other guidance elsewhere in the Code which applies to LAC admissions and the Worcestershire protocol on LAC admissions (2018) also clarifies the procedure, so it would be helpful to have a reference and hyperlink to the current Worcestershire protocol and the Admissions Code in this paragraph and on the final page under "Other useful documents".

4. Are there any comments on the Co-ordinated Secondary School Scheme you wish to make?

Comments:-

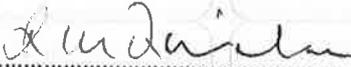
The Timetable of Admissions Process for Year 7 applications for 2021 proposes that the LA will forward information on applications to be considered by academies on 30 Nov and academies must return their first ranked list by 16 Dec 2020. This allows only 12 school days for own admission authority (OAA) schools to complete their checking and ranking. In recent years OAA

schools have had approximately 16-17 school days, but in practice Haybridge has often received its data later (two days late for 2019). Reducing the window to 13 school days, with a possible further over-run, means an unfeasibly tight turnaround for those oversubscribed OAA schools who want to check applications, seek documentary evidence from families for verification where home address or other circumstances are not clear, and present this to Governors, as the admission authority, for their decision. The reduced time means that the first ranked list sent to the LA is likely to be only a rough idea and further changes by OAA schools to their ranking in January or February are very likely. Additionally, there is no final deadline indicated for OAA schools to return any late amendments to their ranked data (including decisions on late applications). In our data file of applications for September 2019 the LA did flag up a few home addresses given in applications where these did not match those recorded by primary schools, which was a helpful development but did not reduce the burden on Haybridge to check all data and verify where necessary.

Worcestershire's report to the Schools Adjudicator of June 2018 stated that "36% of secondary schools returned their ranked lists after the deadline set in the co-ordinated schemes" and "64% of Secondary Schools returned their ranked lists incorrectly ranked, they had to be advised to re-rank the list. Due to the lateness of schools returning ranked lists and the fact that a number had to be asked to re-rank lists this delayed the exchange of information with other Local Authorities in our region". It was also noted that "staff tasked within new academies with ranking the list of children do not seem to have been provided with adequate information in relation to their own admission arrangements, the duties placed upon them and how to accurately rank applications in line with their policies. More time this year has had to be provided than ever before in providing advice and assistance to these schools, without any additional resources within the Local Authority to do so." I do not believe that these problems applied specifically to Haybridge as we have a well-established and rigorous process for checking and ranking our application data and in recent years there has been no suggestion that we have made errors in ranking, but clearly there seems to be a general difficulty with timings. It is not clear how it would ease these reported problems if application data were to be received even later by OAA schools, thus reducing the time in which they can process the data and return it to the LA, and leading to late amendments which would potentially further delay the exchange of data with other LAs.

5. Are there any comments on the Co-ordinated Primary and Middle School Scheme you wish to make?

Comments:- None.

Signed.....

Rowena Quinlan, Admissions Officer, Haybridge High School and Sixth Form, Brake Lane, Hagley, Stourbridge DY8 2XS.

Responses are required by 6th December 2019. They should be sent to:

Admission Arrangements Consultation 2021/22, School Admissions, Prime House, Woodbury Lane, Norton, Worcester, WR5 2NP

Or by e-mail to tracey.wilson@babcockinternational.com

Wilson, Tracey

From: M Gunston (Headteacher) <mgunston@dysonperrins.worcs.sch.uk>
Sent: 04 December 2019 12:05
To: Wilson, Tracey
Subject: CAUTION: External email - RE: Consultation on Admission Arrangements 2021/2022 Academic Year for Worcestershire Schools (UNCLASSIFIED)

Hi Tracey,

Re Fair Access consultation.

I raised these points at the last Fair Access meeting but I'm not sure if they have been submitted as part of the consultation.

Pg4 talks of a 'data dashboard' circulated by the LA to Fair Access panels. I've not seen this so hard to comment on its accuracy or usefulness. My concern would be that school's with low exclusion rates are penalised because it would appear they have fewer behavior challenges. School context should also take into consideration the number of vulnerable students e.g. those with SEN/EHCP/LAC.

Pg5 point 11. I realise Fair Access is a statutory process but I didn't think it was statutory to attend the panel. I thought the panel could still make a decision in a school's absence and the LA would direct the outcome if necessary.

Pg6 The groupings of schools may create a barrier to placing a student. For example, we are much closer geographically to Christopher Whitehead & Chantry than Pershore & Evesham. Should there be something that allows for cross group discussion on placing a student in a local school?

Pg8 pt27. Seven days is very fast. We rarely get paperwork back from parents in this time frame. We are talking about complex students and plans need to be in place in order to get them off to the right start.

Pg8 pt32. Schools can direct alternative provision but this gives parents the ability to bypass the system and apply elsewhere. Assuming the student genuinely needs AP, it is unreasonable for another school to have to take a student and pay for them to go straight to AP.

We are regularly finding that students are looking to move to us having been told they are likely to be permanently excluded from their school. It would be helpful if these students could be referred to Fair Access where one outcome might be a managed move rather than straight admission. Sadly, not all schools play fair on this one.

Thanks

Mike

Mike Gunston
Headteacher
Dyson Perrins Church of England Academy

Subject: RE: Consultation on Admission Arrangements 2021/2022 Academic Year for Worcestershire Schools
(UNCLASSIFIED)

Classification:UNCLASSIFIED

Dear Colleagues

This email is to remind you that the Consultation on Admission Arrangements 2021/2022 Academic Year for Worcestershire Schools ends on Friday 6th December. If you have not already made a response and wish to do so, can you please submit your response by the end of the day on Friday.

Kind Regards

Tracey Wilson | Mainstream Admissions Manager

Networks and Equipment Support | Land

Babcock International Group

Babcock Prime | Prime House | Woodbury Lane | Norton | Worcester | Worcestershire | WR5 2PT

Tel: 01905 678207 | Alt Tel: +441905678131 | Tracey.Wilson@babcockinternational.com

www.babcockprime.co.uk

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From: Wilson, Tracey

Sent: 17 October 2019 12:02

Subject: Consultation on Admission Arrangements 2021/2022 Academic Year for Worcestershire Schools
(UNCLASSIFIED)

Importance: High

Classification:UNCLASSIFIED

Dear Colleagues

Can you please bring the attached Consultation letter to the immediate attention of the Head Teacher, Chair of Governors and any Admission Officer you may have. There are some significant proposals that you may wish to make a response to including:

- PAN reductions and increases
- Proposed new Fair Access Protocol

It would be most helpful if you could include in your next School Newsletter, SMS message, MyEd or any other notification service to parents, a notification of the consultation and a signpost to [Consultation on Admission Arrangements 2021 and Fair Access Protocol](#)

Consultation will close on 6th December 2019.

Kind Regards

Wilson, Tracey

From: Waters, NJ (Staff) <WatersNJ@droitwichspahigh.worcs.sch.uk>
Sent: 06 December 2019 14:36
To: Wilson, Tracey
Subject: CAUTION: External email - Response to Consultation on the FAAP Protocol/In Year Admissions Policy

Hello Tracy,

I hope this finds you well.

Are you happy to take the bullet points below as the response of the Worcester City FAAP or is there a form I should be using?

Thank you,

Natalie

Response of Worcester City, Martley and Droitwich Fair Access Panel

- Schools would like a clear definition of challenging behaviour, as referenced on page 3 of the document. Also, clear definition of 'range of professionals' referred to on page 4.
- It was highlighted that the protocol will look at the whole school, but there may be an issue within a particular cohort that would mean that admitting another pupil with challenging behaviour has a de-stabilising effect.
- There was lengthy discussion about the weightings and how these are used to ensure that allocations are fair and equitable. It was accepted, however, that this system works in other LAs and at least provides a context for the discussions at FAAP..
- Concerns were raised about the accuracy of the data the LA holds on the number and nature of the students on a school roll.
- Generally, it was felt that the revised protocol is a positive step.

Natalie

Natalie Waters

**Headteacher
Droitwich Spa High School
Briar Mill
Droitwich Spa
WR9 0AA**

Tel: 01905 774421

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Wilson, Tracey

From: Mr G O'Connor <goc@saintsa.co.uk>
Sent: 04 December 2019 18:16
To: Wilson, Tracey
Subject: CAUTION: External email - FW: concerns FAAP proposals

Hi Tracy,

Please see my concerns regarding FAAP proposals, please get in contact if you require any further information

Kind regards

Gerald O'Connor

From: Mr G O'Connor
Sent: 26 November 2019 18:35
To: Mr A Ward <head@trinityhigh.net>
Subject: concerns FAAP proposals

Hi Adrian,

I cannot be there on Thursday, could you pass on my concerns regarding the current proposals

- 1) Given the points system I think that the most vulnerable schools will build up the most negative points, therefore be forced to attract more mobility, this is not good for schools or students
- 2) Points systems should not roll over
- 3) The whole system is not in the best interests of the child, we should be aiming to move students earlier, before it is too late. We need a system to encourage this. I have passed a suggested version to you

Thanks

Gerald O'Connor (BSc, NPQH), Principal

St Augustine's Catholic High School

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Where the recipient of this email has voluntarily disclosed personal or confidential information which is pertinent to the educational responsibilities and functions of the school, then the school will retain this information on the child's file in line with our information retention schedule. Where private or confidential information has been voluntarily sent to the school this will evidence consent has been given by the sender for the school to use the information to fulfill education functions and responsibilities.

Wilson, Tracey

From: Fowler, Michelle
Sent: 29 November 2019 14:11
To: Wilson, Tracey
Cc: Parker, Donna
Subject: FAP consultation

Hi Tracey

I like it !

Seems very fair and thorough – thank you for sharing this – if it is agreed it will provide solutions to a lot of the issues we've previously encountered with protracted placements of CME children into Worcestershire schools.

2 comments/thoughts in response from me:

- Could it be made clear in instances whereby a child is placed '**outside**' of a FAAP meeting that there is still a responsibility/expectation upon xxx (head/chair?) for the parents to be informed of any agreed placement, in writing, within a set timeframe (and pupil admissions cc'd in)?

This would alleviate any potential for a loop hole with regard to evidence required under PACE should the LA need to pursue a SAO once a place has been offered and not taken up. (An issue encountered with various previous cases).

- ~~Parents notified as exclusions and CME officer in the awareness of the findings of the FAAP meeting, that there are still a number of children in the system.~~

Many thanks
M

Michelle Fowler | Senior Education Investigation Officer
Networks and Equipment Support | Land
Babcock International Group
Babcock Prime | Prime House | Woodbury Lane | Norton | Worcester | Worcestershire | WR5 2PT
Tel: +441905 678138 | Alt Tel: +441905 678264 | Mob: +447894 398941 |
Michelle.Fowler@babcockinternational.com
www.babcockprime.co.uk

Criteria for change of age range approved by Cabinet in October 2016

Where a first or primary school is seeking to lower its age range to create or alter provision for early years the Council will, subject to any overriding individual factors, support the proposal provided that:

- a) open and fair consultation has taken place with parents and other relevant stakeholders and there is clear support for the change;
- b) the school has a good or outstanding early years judgement, or can demonstrate how the change would support improvement;
- c) the change will sustain or improve the quality of any existing provision;
- d) the school has a clear plan to meet the requirements of the statutory framework for the early years foundation stage;
- e) the change does not reduce the number of nursery places in an area of need;
- f) the change does not reduce the number of school places in an area of need; and
- g) funding for any necessary accommodation changes has already been secured.

Where a school is seeking to make any other change in age range (other than in relation to sixth form provision) the Council will, subject to any overriding individual factors, support the proposal provided that:

- a) open and fair consultation has taken place with parents and other relevant stakeholders and the school can clearly demonstrate how any objections or issues raised will be managed;
- b) the school has a good or outstanding Ofsted judgement, or can demonstrate how the change would support improvement at the school;
- c) the school involved can demonstrate the capacity to manage any curriculum changes or has secured appropriate support to do so;
- d) the school involved can demonstrate that appropriate facilities, staff and systems will be in place, including how they will manage additional revenue costs;
- e) there is no detrimental impact on other schools i.e. it does not undermine the quality of education provided by other good or outstanding schools in the area, by creating additional places where there is already surplus capacity;
- f) there is an agreed, clear and practical pathway for children to move on from each school affected by the change;
- g) funding for any necessary accommodation changes has already been secured;

- h) any reduction in Published Admission Number or change in admission criteria required has been consulted upon and agreed; and
- i) appropriate planning permission and any other consent required have been secured.

Sixth Form provision – Where a school is seeking to alter its age range to add or remove sixth-form provision this is subject to a different statutory process and will be considered on a case by case basis.

Proposed criteria consulted September – October 2019

Where a school is seeking to make any other change in age range (other than in relation to sixth form provision) the Council will, subject to any overriding individual factors, support the proposal provided that:

- a) the school has a good or outstanding Ofsted judgement, or can demonstrate how the change would support improvement at the school;
- b) open and fair consultation has taken place with parents and other relevant stakeholders and the school can clearly demonstrate how any objections or issues raised will be managed;
- c) the school involved can demonstrate the capacity to manage any curriculum changes or has secured appropriate support to do so;
- d) the school involved can demonstrate that appropriate facilities, staff and systems will be in place, including how they will manage additional revenue costs;
- e) there is an agreed, clear and practical pathway for children to move on from each school affected by the change. **Where a pathway school has not formally changed its admissions policy but has committed in writing to do so, the consultation document should make it clear that if parents elect for their child to stay on at the school, they do so at risk pending any formal consultation on admissions change by the pathway school;**
- f) any reduction in Published Admission Number or change in admission criteria required has been consulted upon and agreed **or a clear and transparent timetable for this change has been provided to stakeholders as part of the consultation process;**
- g) there is no **significant** detrimental impact on other local schools. This criterion includes:
 - **it does not undermine the quality of education provided by other good or outstanding schools in the area**
 - **it does not make another local school unviable and so reducing local parental preference**
 - **it does not result in the creation of additional places where there is already significant surplus capacity;**
- h) **the proposal is clear and precise on how the school will continue to work with other local schools to the educational benefit of all children;**
- i) **where the proposer is a small, rural school, as defined by the DfE rural schools' policy and WCC small schools' policy, the proposal makes it clear how the proposed change will support the school to stay viable and so support local need and parental preference;**
- j) **where other changes in an area have been approved by the LA/RSC/Governors, proposals clearly align with these changes and support the continued provision of good education for all children in the area;**
- k) funding for any necessary accommodation changes has already been secured; and

- l) appropriate planning permission and any other consent required have been secured ***or a clear and transparent timetable for this change has been provided to stakeholders as part of the consultation process;***

Q3	Q4	Q4a	Q5	Q5a	Q6	Q6a	Q7	Q7a	Q8	Q8a	Q9
What is your relationship to this consultation? Please ti...	Do you think it is appropriate for Worcestershire County ...	Please comment on your answer	We are not proposing to make any changes to parts a) to d...	Please comment on your answer	Do you support the changes to criterion e)	Please comment on your answer	Do you support the changes to criterion f)	Please comment on your answer	Do you support the changes to criterion g)	Please comment on your answer	Do you support the inclusion of criterion h)
Governor	Yes	I welcome the Council recognising that changes may be necessary in order to respond to changing circumstances.	Yes	These criteria offer flexibility to schools considering change whilst ensuring protection for the children and families affected.	Yes	In addition I feel that there should be reference to the relevant authority providing a view in the consultation document so that either the LA or an Academy Trust will make a statement that will provide clarity to parents.	Yes	This change provides greater flexibility for schools proposing to make changes.	Yes	I welcome the introduction of the word "significant" and guidance over what significant might mean. I feel that there is still a possibility of confusion with the use of the word "includes" i.e. there may be other criteria. I would encourage the LA to publish all of the criteria that would be used so that schools considering proposing changes are fully aware of the requirements.	Yes
Governor		You should have offered a "don't know" facility here. On the one hand it is important that the county keeps an overview of schooling or all types as part of the planning process, with populations growing. On the other hand, academies are outside the remit of the LA and the revisions to this policy appear to be trying to exert more control over the process where an academy applies for change of age, which seems not entirely appropriate. On balance therefore, I am undecided. Perhaps that is part of your dilemma?	No	In d), you might explain what "revenue costs" are? In accounting, revenue is income and costs are expenditure. Therefore the wording might be better as "...how it will manage additional revenue and expenditure in its forward budget" (note also that I have changed "they" to "it" - school is a singular noun and should have a singular, not plural, pronoun). Memo: It would have been helpful if you had said before Q1 that it was necessary to have a copy of the policy open on screen whilst taking the survey.		I am not sure that that I understand this - as a lay person, I do not know what a pathway school is. So the change seems to make sense., but I prefer to say "Don't know"	Yes	Does this apply to academies as well? It would seem to be good practice to have a proper and transparent plan.	No	This seems to be preventing independent academies from having a change of age. How do they know how much any change of age will affect other schools? The effect on other schools is not an instant thing - it could take years.	Yes
Governor	Yes	My own children's experience of middle school and recent negative Ofsted reports for St Barnabas (Drakes Broughton) for the second time in 10 years and Abbey Park raise serious concerns about education in the Pershore pyramid. The high school have evaluated the data which gave rise to concern and the proposal to allow successful first schools into the pyramid to become primary schools. This eliminates one transition which is proven to slow pupil progress and removes any excuse whereby a middle school might argue about inflated first school data. Education provision in Y5 and Y6 can easily be catered for within the traditional first schools' setting with minimum disruption. Also saves money, time and effort transporting Yr 5 & 6 by bus at an approx cost of £50K per annum per bus which can hopefully be better spent elsewhere.	Yes		Yes		Yes		Yes		Yes

Q3	Q4	Q4a	Q5	Q5a	Q6	Q6a	Q7	Q7a	Q8	Q8a	Q9
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Other stakeholder	No	view to be taken into consideration. Actually, I think that for certain schools, in certain localities, a change of age range would be a positive move in order to keep the school viable financially and in terms of PAN; for example, a village First School becoming a Primary provided that the catchment area is large enough to support such a change in the long term. My concern is that some schools are held within commercially owned MATs or Trusts, for which such a change would have a detrimental effect on other schools in the area in terms of pupil numbers, although commercially it would allow the holding MAT to enhance profitability. An example of this would be a High School extending it's age range to become a Secondary School to the detriment of feeder Middle Schools. A further example would be a Middle School becoming a Secondary School. Within two/three years that school is faced with GCSEs, of which it's teaching staff and senior management may have little or no experience. Sometimes, it seems that successful and positive outcomes for pupils take a secondary consideration to its is essential that full and transparent consultation is undertaken.	Yes		Yes	I have found that even though policy may be explicit, some parents/guardians will not be aware of or fully understand the potential impact of changes to be made. This policy will probably result in large numbers of pupils moving schools in-year to ensure that they have a place at the next school of their choice.	Yes	Again, some parents/carers will be unaware or uninformed as to the impact of any changes. Schools will find it difficult to set budgets if their PAN changes or actual pupil numbers are less than originally forecast. I anticipate that waiting lists at "preferred" schools will lengthen.	Yes	This clause is an absolute necessity.	Yes
Staff member	Yes		Yes		Yes		Yes		Yes		Yes
Governor	Yes	Yes - schools need to work together. not just consult but to act on the wishes and demands of the parents and pupils firstly.	Yes		Yes		Yes	The consultation doesn't just need to happen as a process the result needs to inform the decision	Yes		Yes
Governor	Yes	Although I have agreed there could be reasons for change in some areas, I believe that all the criteria for the proposed revised policy should be fulfilled.	Yes	It is vitally important to protect the 3 tier system and especially in areas where the performance of schools is so exceptional (Bromsgrove). and also where parents say they want 3 tier (Redditch). Having witnessed the fiasco which occurred recently with TGAR in Redditch when the view of Parents were completely over-ridden, I would hope that important lessons will have been learned now so that pupils in future will not have their education so disrupted. This situation had a negative knock-on effect on many other local schools and should never happen again.	Yes	Parents should be given all the relevant information together with any consequences and then feel free to make the right decision for their child.	Yes	No additional comment on this aspect	Yes	The word 'significant' is important, I feel there should not be any detrimental impact on other local schools. Parents are told they have a choice, so any reduction in that choice of school for their child will not always be appreciated.	Yes

Q3	Q4	Q4a	Q5	Q5a	Q6	Q6a	Q7	Q7a	Q8	Q8a	Q9
What is your relationship to this consultation? Please ti...	Do you think it is appropriate for Worcestershire County ...	Please comment on your answer	We are not proposing to make any changes to parts a) to d...	Please comment on your answer	Do you support the changes to criterion e)	Please comment on your answer	Do you support the changes to criterion f)	Please comment on your answer	Do you support the changes to criterion g)	Please comment on your answer	Do you support the inclusion of criterion h)
Staff member	No	The first middle and high school system in Bromsgrove is working extremely effectively with the best results in Worcestershire. I do not see the need to change something that isn't broken. This was tried in Redditch and the fallout has caused a lot of problems for both parents and schools, with now the high school That changed its age range trying now to revert back to its original state. The cost also in Kidderminster when this age range was changed was extortionate and both teachers and children suffered through the change.	Yes		No		No		Yes		No
Staff member	Yes	WCC need to ensure they produce a clear policy which seeks to prevent disruption of the education of children as a result of age range changes which fail to take account of the potential negative impact on other schools in the pyramid. Age range changes inevitably create surplus places and, as we have seen in TGAR, this can have devastating consequences to provision.	Yes		Yes	I found that statement ambiguous. Does this mean that parents who choose to stay at a school, for example which now offers Y5 places, they risk not then getting into the next school if they join later??	Yes		Yes	Completely support this - have experienced the damage this has done to my school. Unfortunately the RSC took no notice whatsoever of the LA view so, though support this, how will the WCC and RSC work together to ensure other schools are not damaged in the process?	Yes
Governor	No	The adverse impacts seen in Kidderminster and Redditch would undermine the good/outstanding education available at the Bromsgrove Schools, which are to many seen as the best in the county.	Yes		No		No		Yes		No
Parent / carer	Yes	I do believe that the council should amend/review the change of age range policy in light of changing circumstances and ultimately giving parents greater choice.	Yes	Yes i agree with these statements.	Yes	Any parent/child opting to stay on at a school or move should have clearly defined options available to them. This is about parental choice but yes there may be reasons outside of the control of the schools as to why admission may not be available.	Yes	Yes consultation should happen but this should be a school/stakeholder decision as this can have a massive effect on the financial viability of the school.	No	'Significant detrimental impact' can be very subjective. Fluctuations in numbers on roll and staffing are always going to be an issue and schools will get protective. I probably agree that if there is already a surplus then this should be looked at but again, parental choice.	Yes
Staff member	Yes	I think Middle Schools will become unviable if this is not changed and other local schools taken into consideration. We do a very valuable job for children in preparing them for High School, a lot of children wouldn't cope with moving straight into a high school setting.	Yes		Yes		Yes		Yes	whole heartedly!	Yes

Q3	Q4	Q4a	Q5	Q5a	Q6	Q6a	Q7	Q7a	Q8	Q8a	Q9
What is your relationship to this consultation? Please ti...	Do you think it is appropriate for Worcestershire County ...	Please comment on your answer	We are not proposing to make any changes to parts a) to d...	Please comment on your answer	Do you support the changes to criterion e)	Please comment on your answer	Do you support the changes to criterion f)	Please comment on your answer	Do you support the changes to criterion g)	Please comment on your answer	Do you support the inclusion of criterion h)
Other stakeholder	Yes	The West Midlands Regional Schools Commissioner Head teacher Board (WM RSC HTB) in December 2018 gave permission to the three first schools in the Avonreach Academy Trust to take Year 5 pupils in September 2019 and Year 6 pupils in September 2020. Therefore, Inkberrow, Norton Juxta Kempsey and Orchard became primary schools in September 2019 with the relevant name changes. In September 2021 Pershore High School will take in 90 Year 7 pupils, becoming a 7 to 13 high school – its changed Admissions Policy has been approved. Therefore the reality is that it is essential that Worcestershire County Council amends its change of age range policy in the light of the reality of changing current and future circumstances.	Yes	Two of the major driving forces behind the Avonreach age change was to offer parental choice and to contribute to an urgent improvement in pupil outcomes, especially at Key Stage. These compelling arguments convinced members of the WM RSC HTB of the necessity for change. Therefore, for a school to be viewed good or outstanding by OFSTED (a) is essential in order to secure school improvement and raised standards. Broad and detailed consultation with parents and all stakeholders (b) is also vital, as demonstrated by schools of the Avonreach Academy Trust during the 2017-18 process. Once again, it is necessary for schools to have the capacity to deliver curriculum changes (c) and the required revenue to provide staff and facilities (d) to provide the best quality experience for pupils.	No	Part e is unclear, confusing and ambiguous to parents. This has already provided a real obstacle in the path of one school's application to change its age range and would remain so under a new policy with this wording. It basically requires schools to achieve the impossible and prove a negative. If any school promises in writing a clear and practical pathway for children to move on then this promise should be attached in writing to the consultation document. This written commitment can easily be made binding on the school involved. Otherwise, parents will be confused over the status of such a promise.	Yes	As with the Avonreach process, of course changes to PAN or admissions criteria require full and open consultation, along with a clear timetable for change. However, it is essential that these issues do not provide a barrier to change since contradictory and confusing advice contributed to the failure of a recent bid from Flyford Flavell to change its age range.	Yes	on this - this needs to be decided upon individual cases. The Avonreach Academy Trust (AAT) took this point into detailed consideration when framing and executing its change of age proposal. Avonreach schools seek to contribute to significant improvements in the quality of education provided by all schools in its area, especially in those providing upper Key Stage 2 education, irrespective of their OFSTED rating. AAT has provided a model for others to use, working with other schools on a RSC supported Pershore Project Board. The intention has only ever been to increase opportunities for parental preference and not to reduce it. A carefully framed plan across the Pershore area will ensure that no other school is unviable and that there is no danger of creating additional places. This plan and our experiences can	Yes
Staff member	No	Three tier education needs protecting, particularly where performance is strong, notably Bromsgrove. There is no guarantee whatsoever that changing age range leads to better outcomes for pupils. Examples of TGAR in Redditch and the debacle of the Wyre Forest review bear this out and are expensive lessons to have learned.	Yes		No		No		No		No

Q3	Q4	Q4a	Q5	Q5a	Q6	Q6a	Q7	Q7a	Q8	Q8a	Q9
What is your relationship to this consultation? Please ti...	Do you think it is appropriate for Worcestershire County ...	Please comment on your answer	We are not proposing to make any changes to parts a) to d...	Please comment on your answer	Do you support the changes to criterion e)	Please comment on your answer	Do you support the changes to criterion f)	Please comment on your answer	Do you support the changes to criterion g)	Please comment on your answer	Do you support the inclusion of criterion h)
Governor	Yes	pyramid structures are protected from outside influences and take into account the vast range of considerations as detailed in the proposed changes. As can be seen from the strong feelings generated by the Kingsley College conversion to Tudor Grange in Redditch, driving through a proposal which is detrimental to the area and very much against the will of the parents is very costly; this must not happen again. The proposed reversal of this decision by Tudor Grange will be seen as a very embarrassing u-turn and justification for the opposition seen at the time. Those politicians, councillors and others who defended the original decision a number of years ago will, no doubt, be wishing they'd listened more carefully to the public feeling rather than steam roller through the policy change. There are those critics who believe three tier has no place in the English schooling system blaming any poor Key Stage 2 results on the system alone. The three tier pyramid in Bromsgrove can prove, without doubt, that three tier does and can work and is very much favoured by parents. Middle Schools get unfairly blamed for poor	Yes		Yes		Yes		Yes		Yes
Staff member	Yes	The policy should be one that safeguards the access to provision for children in pyramids such that changes to age range have minimal impact for children's education. Where the interests of a single school conflict the interests of the wider community, protections should be in place in favour of the wider community.	Yes		Yes		Yes		Yes		Yes

Q3	Q4	Q4a	Q5	Q5a	Q6	Q6a	Q7	Q7a	Q8	Q8a	Q9
What is your relationship to this consultation? Please ti...	Do you think it is appropriate for Worcestershire County ...	Please comment on your answer	We are not proposing to make any changes to parts a) to d...	Please comment on your answer	Do you support the changes to criterion e)	Please comment on your answer	Do you support the changes to criterion f)	Please comment on your answer	Do you support the changes to criterion g)	Please comment on your answer	Do you support the inclusion of criterion h)
Governor	Yes	The previous version did not included specific reference to the importance of ensuring other schools remain viable and that the quality of education for children beyond the school proposing the change is not compromised by the proposed change. There are still issues within the revised policy that I will feedback on. There is a balance to be struck between a flexible policy and one that is open to manipulation and lacks sufficient rigour to enable the LA to say 'no' to requests when appropriate. This current proposed policy is still not sufficient but the need to amend it is clear.	Yes	It is essential that consultation is fully completed and outcomes recorded. It is not clear why this bullet point has moved from being the first point: a) down to b) in the revised policy. The school's Ofsted rating is now a) and appears to give precedence to this over consultation as a key process.	Yes	This provides clarity to parents that some proposed changes are likely to be agreed and therefore their choices may be limited. This is preferable to the previous policy which may have left parents unclear or feeling 'forced' into pathways that may or may not have been fully agreed.	No	The inclusion of a timeframe for changes does not mean it will be adhered to. In my view changes to PAN or admission criteria should be fully agreed prior to the consideration of a change of age range. To do otherwise risks the change in age range being agreed and then changes to PAN or admissions criteria being manipulated afterwards to suit.	Yes	It is crucial to preserve genuine parental choice, and protect the quality and availability of education within ALL schools. Under no circumstances should changes of age range be able to create additional spaces where there is already a surplus. Changes of age range for some schools cannot be allowed to create an unviable school elsewhere in the locality. Consideration must be given to longer term projections of this (and likelihood of negative impact on other schools IN THE FUTURE as well as at the point of the proposal.)	Yes
Staff member	Yes	Yes to ensure complete transparency	No	RI schools should also be included as they have demonstrated to Ofsted that they have capacity to improve.	No	Committed in writing is not enough!	Yes	As long as the transparency is overseen by an LA representative.	No	You must include RI schools that have demonstrated to Ofsted that they capacity to improve.	
Parent / carer	Yes	We need to make sure it is all above board. In Pershore this was not the case!!!	Yes		No	That would not be fair on parents. The process needs to be sorted so parents are not in a weak position	No	The impact of this change needs to be made clear to all stakeholders	No	What about the requires improvement schools who have been told they have the capacity to improve you cannot leave them out.	No
Governor	No	I would like to make three comments on this consultation. We should ensure we preserve three tier education in areas where performance is strong, i.e Bromsgrove. 2 We should respect the views of the majority of parents in Redditch, Bromsgrove, Droitwich, Evesham who fully support our current three tier system. 3 We need to learn from previous errors where age-range changes have been allowed to go through at the detriment to pupils' education and welfare, e.g TGAR in Redditch and the Wyre Forest review where all schools went from three tier to two tier only to see outcomes at KS2 and GCSE fall.									

Q3	Q4	Q4a	Q5	Q5a	Q6	Q6a	Q7	Q7a	Q8	Q8a	Q9
What is your relationship to this consultation? Please ti...	Do you think it is appropriate for Worcestershire County ...	Please comment on your answer	We are not proposing to make any changes to parts a) to d...	Please comment on your answer	Do you support the changes to criterion e)	Please comment on your answer	Do you support the changes to criterion f)	Please comment on your answer	Do you support the changes to criterion g)	Please comment on your answer	Do you support the inclusion of criterion h)
Staff member	Yes	There is a changing context in our area. Local Authority schools and their families should be given the same choice and opportunities as the Avonreach First School. School Leaders should be able to respond strategically to the voice of the community that they serve.	Yes	Yes agreed. Schools should be mindful of the voice of immediate stakeholders and be well prepared for change should the desire be in place.	Yes	I agree that the pathway to an academy school is not in the remit of the Local Authority and this should be made clear to parents. I do feel the wording is clumsy and should more be in the form of a disclaimer. I am concerned that we have been told that we do not need to re-consult when re-submitting in December as the actual wording as it appears is not in our consultation documents. However, we will make this clear to our community after the November half term to ensure we have effectively communicated. Any guidance on how to handle this in a manner that does not impede our potential progress would be much appreciated.	Yes	This will help to support our conversion submission. As the outcome is as yet unknown, it would be ill advised to reduce PAN prior to submission. This allows us to submit a timetable in anticipation of a successful outcome.	Yes	Yes. However, we are mindful of the description of good or outstanding schools can be misleading. A school may historically be defined as good by Ofsted but changes in leadership/personnel etc can lead to dips in data trends. Schools that are currently good should have KS2 outcomes that compare very favourably with national data. Our intention has only ever been to increase opportunities for parental preference and not to reduce it. A carefully framed plan across the Pershore area will ensure that no other school is unviable and that there is no danger of creating additional places	Yes
Governor	Yes		Yes		Yes	I support changes to this part of the policy but think that the wording will only concern and confuse parents. If a school has put in writing that there is a clear pathway for children then this should be binding.	Yes		Yes		Yes
Other stakeholder	Yes	Orchard Primary was given permission by the West Midlands RSC HTB to take Year 5 pupils from September 2019, along with the other two AAT First Schools. In September 2021 Pershore High Schools will take Year 7 pupils. In light of this it makes sense that WCC amends its change of age range policy for current and potential future circumstances.	Yes	Two of the main reasons behind our change of age range were to offer parents a choice and to contribute to the required improvement in pupil outcomes at Key Stages 2 (plus 3 and 4). These arguments convinced the WM RSC HTB of the necessity for change. For a school to be viewed as good or outstanding by Ofsted is essential in order to secure school improvement and raised standards. Broad and detailed consultation with parents and stakeholders is also vital, as demonstrated by AAT schools, including Cherry Orchard. It is also necessary for schools to have the capacity to deliver curriculum changes and the required revenue to provide staff and facilities so as to provide the best quality experience for pupils.	No	Part e) is unclear and can cause confusion and ambiguity for parents. If a school promises in writing a clear and practical pathway for children to move on then this should be attached in writing to the consultation document. This written commitment can be made binding on the school involved and would avoid parents being confused over the status of such a promise.	Yes	It is only right that changes to PAN or admissions criteria require full and open consultation, along with a clear timetable for change. However, these issues should not provide a barrier to change.	Yes	This was taken into detailed consideration when framing and executing our change of age proposal, as part of AAT. We seek to contribute to significant improvements in the quality of education provided, especially upper Key Stage 2. The intention has been to increase opportunities for parental preference and not to reduce it. A carefully framed plan across the Pershore area will ensure that no other school is unviable and there is no danger of creating additional places.	Yes

Q3	Q4	Q4a	Q5	Q5a	Q6	Q6a	Q7	Q7a	Q8	Q8a	Q9
What is your relationship to this consultation? Please ti...	Do you think it is appropriate for Worcestershire County ...	Please comment on your answer	We are not proposing to make any changes to parts a) to d...	Please comment on your answer	Do you support the changes to criterion e)	Please comment on your answer	Do you support the changes to criterion f)	Please comment on your answer	Do you support the changes to criterion g)	Please comment on your answer	Do you support the inclusion of criterion h)
Other stakeholder	Yes	Now that good cases of moving to a two school system have been accepted in the county there is a strong logic in moving to a two school system for all pupils and closing all middle schools	No	as above	No	It has proved to be confusing for parents	Yes	There must always be as much clarity as possible.	No	As more schools move their age ranges there will ultimately be less choice for parents to opt for choice.	Yes
Governor	Yes	Providing this is to give clearer guidance on the processes involved	Yes		Yes		No	Open to too much flexibility	Yes	Important to consider the impact on surrounding schools and maintain parental choice	Yes

Q9a	Q10	Q10a	Q11	Q11a	Q12	Q12a	Q13	Q13a	Q14	Q14a	Q15
Please comment on your answer	Do you support the inclusion of criterion i)	Please comment on your answer	Do you support the inclusion of criterion j)	Please comment on your answer	We are not proposing to make any changes to parts k)	Please comment on your answer	Do you support the inclusion of criterion l)	Please comment on your answer	Are there any other comments you would like to make on th...	Please leave your further comments below	Are you happy for us to contact you in regard to the answ...
This is a strong requirement in order to encourage coherence and consistency within a local area.	Yes		Yes		No	I feel that there should be additional wording similar to that proposed for f) and l) i.e. clear plans are in place to secure the funding if it is not already fully in place.	Yes		Yes	I would much rather the LA made a policy decision about the most appropriate age ranges for schools to deliver high quality education in the current environment. In my view a 3 state system with changes at times outside the National Curriculum Key Stages do not make sense anymore and the LA should be taking a lead by ensuring that changes are made in a planned way across the whole of the County, not leaving it to piecemeal and potentially disruptive actions by individual schools.	Yes
I agree that consultation with other schools is a good thing.	Yes	However, I am not aware of the definition of a "small rural school". Is it below 50 children or something?	No	A school can often have many different schools that it interacts with - even across county borders. This seems onerous.	Yes	But funding for academies is mainly a DofE/ESFA. So this part k) does not seem wholly relevant to academies.	Yes	Planning permission is presumably a County or District matter so this seems OK	Yes	I am not quite sure that the County is being fully clear in the reasons for these changes. It would have been helpful in the "Background" (Item 6) to have some examples of what the problem is. I don't think the reasons for change have been clearly set out for a lay reader - which many school governors are.	Yes
	Yes		Yes		Yes		Yes		No		Yes

Q9a	Q10	Q10a	Q11	Q11a	Q12	Q12a	Q13	Q13a	Q14	Q14a	Q15
Please comment on your answer	Do you support the inclusion of criterion i)	Please comment on your answer	Do you support the inclusion of criterion j)	Please comment on your answer	We are not proposing to make any changes to parts k)	Please comment on your answer	Do you support the inclusion of criterion l)	Please comment on your answer	Are there any other comments you would like to make on th...	Please leave your further comments below	Are you happy for us to contact you in regard to the answ...
Provided that budgetary and personnel support is given. Is that likely in a period of reduced funding on education from central government and greater demands on resources from other areas?	Yes	This is necessary as a "one glove fits all" approach would be impractical.	Yes	Yes, but on what basis are these determinations made? Proposals clearly aligning with agreed changes are only written down, there would be no actual data to support the conclusions made. How are you defining "best education"; Key Stage 2 SATs, GCSE results, A Level results, OFSTED conclusions, (currently under review and in constant evolution), or the recommendations of the RSC?	Yes	Where is all the extra funding that is going to be required for capital spending going to come from?	Yes	How are you going to register stakeholder approval?	Yes	I have had experience of the current 3 tier system both as a parent, a Govenor and MAC Director. In my own education, I came through a 2 tier system. I can see the merits of both formats and also the negative aspects. I endorse the fact that in a 3 tier pupils have a steady, "soft" transition, although they have to change schools at least twice and this takes positive management from the schools involved. My over-riding concerns are the impact on pupil outcomes, both academically and in the "wholeness" of the child, and the financial cost of a change from 3 tier to 2 tier. Many schools will need capital spend to upgrade facilities and to be able to accommodate extra PAN in younger/older entry years. Some school sites will, inevitably, be closed.	Yes
	Yes		Yes		Yes		Yes		No		No
	Yes				Yes		Yes		No		Yes
Local schools should already be working closely together as this improves outcomes for all children.	Yes	Worcestershire has a fair number of small rural schools which are often the centre of the community, so I feel it is vital to support the local need for these schools and maintain parental preference. The cost of transport for these children to another school should also be taken into consideration as not everyone has access to a car.	Yes	Any changes should not disrupt children's education.	Yes	Nothing to add	Yes	The transparency of any timetable for change is vital.	No		Yes

Q9a	Q10	Q10a	Q11	Q11a	Q12	Q12a	Q13	Q13a	Q14	Q14a	Q15
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This again is open to interpretation. I do not agree with an age change in Worcestershire	No	I do not agree with an age range change so do not see the need for this inclusion	No	Once again I do not agree with the age range change in Worcestershire as I do not see the benefits	Yes		No	See above comments	Yes	I do not see the benefit of age range change in areas where it is already working effectively.	No
Again - unenforceable for academies	Yes		Yes		Yes		No	I think planning permission/additional consent should have been obtained before changes can be made	No		Yes
	No		No		Yes		No		Yes	the 3 tier education programme in Bromsgrove is excellent and is the envy of neighbouring councils and schools in Birmingham - visitors from these schools regularly comment on how well the schools are run and the excellent results speak for themselves.	No
Yes but what if the impacted schools refuse to work with or collaborate on ensuring smooth transition ?	Yes		Yes		Yes		Yes		No		No
	Yes		Yes		Yes		Yes		No		Yes

Q9a	Q10	Q10a	Q11	Q11a	Q12	Q12a	Q13	Q13a	Q14	Q14a	Q15
Please comment on your answer	Do you support the inclusion of criterion i)	Please comment on your answer	Do you support the inclusion of criterion j)	Please comment on your answer	We are not proposing to make any changes to parts k)	Please comment on your answer	Do you support the inclusion of criterion l)	Please comment on your answer	Are there any other comments you would like to make on th...	Please leave your further comments below	Are you happy for us to contact you in regard to the answ...
As indicated in part 8a it is essential that any school applying to change its age range has a clear plan for working with other local schools. AAT has always argued that its plan is for the educational benefit of all children in the Pershore area and I would argue that the establishment of a local project board (such as that existing in Pershore) should be a binding requirement upon the school undertaking the application.	Yes	The viability of individual schools of all sizes is of course very important. Once again this highlights the need for a local plan that oversees provision in the whole area. This plan will be integral to supporting local need and parental preference.	Yes	It is very important that that single changes are made in the context of the full local picture. It is obviously much better that an overall local plan is in place, but in the absence of this that supporting local need and parental preference is taken fully into account.	Yes	Generally speaking, to have funding in place for any necessary accommodation changes is of course preferable. However, I would hope that school issues would be taken into account on a case by case basis so that this does not provide an inflexible obstacle to change.	Yes	Work on the acquisition of planning permission and other relevant consents should be an expectation of any request to change of age range. However, it is realistic to expect that this might be in the form of a timetable for change that has been shared with all stakeholders.	Yes	welcome and I sincerely hope that these proposals lead to significant changes in County policy. There needs to be a realisation that there is an appetite for change, in order to broaden parental choice and secure an improvement in pupil outcomes at all phases, but especially at Key Stage 2. In the Pershore area alone these outcomes are currently unacceptably low and must be challenged. However, this does not only apply to Pershore. Although these changes will support the viability of small rural schools there has to be an acceptance at some point in the future that a review is undertaken of the whole school system across Worcestershire, taking into account expert professional advice. This must be influenced by affordability in very difficult financial times, securing parental choice and	Yes
	No		No		Yes		No		No		No

Q9a	Q10	Q10a	Q11	Q11a	Q12	Q12a	Q13	Q13a	Q14	Q14a	Q15
Please comment on your answer	Do you support the inclusion of criterion i)	Please comment on your answer	Do you support the inclusion of criterion j)	Please comment on your answer	We are not proposing to make any changes to parts k)	Please comment on your answer	Do you support the inclusion of criterion l)	Please comment on your answer	Are there any other comments you would like to make on th...	Please leave your further comments below	Are you happy for us to contact you in regard to the answ...
	Yes		Yes		Yes		Yes		No		Yes
	Yes		Yes		Yes		Yes		No		Yes

Q9a	Q10	Q10a	Q11	Q11a	Q12	Q12a	Q13	Q13a	Q14	Q14a	Q15
Please comment on your answer	Do you support the inclusion of criterion i)	Please comment on your answer	Do you support the inclusion of criterion j)	Please comment on your answer	We are not proposing to make any changes to parts k)	Please comment on your answer	Do you support the inclusion of criterion l)	Please comment on your answer	Are there any other comments you would like to make on th...	Please leave your further comments below	Are you happy for us to contact you in regard to the answ...
There are too many examples of MATs manipulating age ranges and admission numbers to feather their own nests. A commitment to working with other schools beyond any Trust is essential. In some parts of Worcestershire, pyramids are small and need to protect the pupil numbers within them by ensuring an excellent education throughout. We should never forget that schools are a public service, not a business enterprise.	Yes	Small rural schools must illustrate that there has been due consideration to sustainability of their expansion / change of age range; and that this will not impact negatively upon other schools IN THE FUTURE as well as at the moment of application. Perhaps the proposa;ls should insist upon a long term viability projection alongside the immediate need.	No	This does not explain clearly enough what it intends to. This could be construed that where an age range change has already been agreed in a school within the area, any other school proposing the same would be agreed. The term "aligned" implies uniformity of decision making regardless of circumstances. There is a real danger here of the "House of Cards" collapsing where one chagne of age has already been agreed or actioned in an area. It effectively opens the door *(unchallenged) for any and all schools to follow suit without preserving parental choice. The proposals SHOULD always support the best education for children but this COULD mean different tiers and systems operating well alongside each other and not a global change triggered by one school changing.	Yes	Funding must have been secured prior to an agreement - guarding against retrospective bids is essential.	No	Expected timetables without consent or permission are simply not secure enough to be making these decisions. Where a school's applicaiton to change age range is dependent upon planning permissions or consent this MUST be in place before a change in age range is permitted. A timeframe for 'hopefully' gaining consent is not sufficient.	Yes	As part of a very effective 3 tier system, which meets pupils needs well and is a strong parental preference within Droitwich I must be wary of any policy that makes if very easy for first schools to change age range to primary simply because of falling birth rate and a desire to protect their own interests. Similarly, I must defend the school from the High School seeking to take children from year 7 purely to boost their income. Middle Schools are a vital and valued asset to this County and any age range change policy should seek to enable genuine parental choice. This policy does not yet go far enough to considering the wider picture and impact of changes across pyramids, local areas and the wider Worcestershire strategy for education.	Yes
			No	The RSC has made some poor decisions in the past so you cannot refer back to previous decisions.	Yes		No	Only if the transparency is overseen by an LA officer.	No		Yes
This needs to be a written proposal signed by governors so they can be held to account. It is easy to say you will do something and not do it!	No	The viability needs much deeper explanation. It also needs a timeframe.	No	Just because one case may have been appropriate in an area it does not mean that another would be. Also the RSC has made big mistakes in the past so do not go on history.	No	This again must be transparent and overseen by the LA officer who is put in place to oversee the consultation.	No	Permission must have been secured.	No		No

Q9a	Q10	Q10a	Q11	Q11a	Q12	Q12a	Q13	Q13a	Q14	Q14a	Q15
Please comment on your answer	Do you support the inclusion of criterion i)	Please comment on your answer	Do you support the inclusion of criterion j)	Please comment on your answer	We are not proposing to make any changes to parts k)	Please comment on your answer	Do you support the inclusion of criterion l)	Please comment on your answer	Are there any other comments you would like to make on th...	Please leave your further comments below	Are you happy for us to contact you in regard to the answ...
<p>Yes. We are very aware that some parents may chose to continue down a 3 tier system and we will continue to work hard with other schools to ensure effective transition for all pupils. On a professional level, I want to share and learn professional skills and knowledge within the locality, regardless of the structure of a school. I think it's important our cluster continues to thrive.</p>	Yes	<p>Small, rural schools such as ours are very vulnerable in the current climate and need to be sustainable for the community of the future.</p>	Yes	<p>It is very important that that single changes are made in the context of the full local picture. It is obviously much better that an overall local plan is in place, but in the absence of this that supporting local need and parental preference is taken fully into account.</p>	Yes	<p>Schools need to have current capacity to convert or funding to provide capacity.</p>	Yes	<p>Yes. It is reasonable to provide a timetable for stakeholders. However, each school must be looked at on an individual basis. We have been working hard to convert for many years and have been transparent in our desire. We hope this will be taken into account in our re-submission for September 2020.</p>	Yes	<p>We are happy and excited about the proposals as we are confident that we now fully meet the criteria. We would appreciate any guidance Worcestershire County Council would give us if they feel differently prior to our re-submission in December. To all intents and purposes, we are preparing for Year 5 from September 2020 and welcome engagement or guidance as part of this process. We appreciate the support for a vulnerable small, rural school. We hope to develop trusting relationships with Worcestershire County Council in their desire to support small schools and reflect the changing context of our area.</p>	Yes
<p>It is important that connections are maintained with other local schools</p>	Yes		Yes		Yes		Yes		Yes	<p>These changes are very much needed and support an ever changing climate. I believe that these changes will enable us to support and sustain small rural schools and allow for improved pupil outcomes in the area and greater parental choice,</p>	Yes
<p>As mentioned previously, it is essential that any school applying to change its age range has a clear plan for working with other local schools. AAT has always argued that its plan is for the educational benefit of all children in the Pershore area and this should be the case for other schools and other areas.</p>	Yes	<p>The viability of individual schools is very important and a local plan that overseas provision in an area can facilitate the supporting of local need and parental preference.</p>	Yes	<p>It is important that single changes are made in the context of the full local picture. It is obviously much better if an overall local plan is in place but if this is not the case then supporting local need and parental preference should be taken into account.</p>	Yes	<p>It is preferable to have funding in place for any necessary accommodation changes. However it is to be hoped that school issues would be taken into account on a case by case basis so that this does not provide an inflexible obstacle to change.</p>	Yes	<p>Work on the acquisition of planning permission and other relevant consents should be an expectation of any request to change of age range. However, it is realistic to expect that this might be in the form of a timetable for change that has been shared with all stakeholders.</p>	Yes	<p>The proposed changes are very welcome and there is currently an appetite for change in order to broaden parental choice and secure an improvement in pupil outcomes at all phases but especially at Key Stage 2. In the Pershore area, these outcomes are low and need to be challenged and this applies to other areas. Although these changes will support the viability of small rural schools there needs to be a review of the whole school system across Worcestershrie, taking into account expert professional advice. This needs to be influenced by affordability in very difficult financial times, providing parental chice and contributing to improved academic outcomes for all pupils, especially those who are disadvantaged. Transport needs to be part of this process.</p>	Yes

Q9a	Q10	Q10a	Q11	Q11a	Q12	Q12a	Q13	Q13a	Q14	Q14a	Q15
Please comment on your answer	Do you support the inclusion of criterion i)	Please comment on your answer	Do you support the inclusion of criterion j)	Please comment on your answer	We are not proposing to make any changes to parts k)	Please comment on your answer	Do you support the inclusion of criterion l)	Please comment on your answer	Are there any other comments you would like to make on th...	Please leave your further comments below	Are you happy for us to contact you in regard to the answ...
There must always be a clear plan to work with other schools.	Yes	The viability of rural schools is critical to support communities and parental preference	Yes	It is important that all changes are made as part of the whole local complex.	Yes	Funding is key to the success of the rationalisation of county schools.	Yes	Planning permission and other consents should be expected to go hand in hand with requests to change age.	No		No
	Yes		Yes		Yes		No	Think appropriate planning permission and other consents should be secured first.	No		Yes

WORCESTERSHIRE COUNTY COUNCIL EQUALITY IMPACT RELEVANCE SCREENING

This exercise is not an Equality Impact Assessment (EIA). It is a desktop screening exercise designed to establish if you need to carry out an EIA. When completing the screening please use plain English avoiding the use of acronyms or jargon. Any documents referred to should be attached to this screening form.

Remember, throughout this exercise the term 'policy' (or 'policies') is used as shorthand for 'policies, practices, activities, strategies, plans, projects, procedures, functions and protocols'. It therefore needs to be interpreted broadly to embrace the full range of functions, activities, plans and decisions for which the County Council is responsible.

For help completing this screening please refer to the County Council's [EIA Guidance document](#) available on SID.

Part One: basic information needed to identify the policy and prepare for screening

1.1	Directorate and Section/Unit:	Worcestershire Children First/ Sufficiency and Place Planning
1.2	Title of the policy being screened:	Amendments to Council policy on responding to change of age range requests from maintained schools.
1.3	Screening by:	Robert Williams
1.4	Date of screening:	31 st October 2019
1.5	Summary of policy objectives	To allow the Local Authority to respond to requests from maintained schools to carry out proposals to change their age range.
1.6	Related policies/functions:	None
1.7	To which section of the Directorate or Corporate "business/service plan" does this policy relate?	<p><i>Children's Services Directorate Improvement Plan 14/15</i></p> <ul style="list-style-type: none"> • <i>more children and young people achieve their full potential in education</i> • <i>Build effective partnerships</i>

1.8	Is this a new or existing policy?	<i>Existing policy</i>
1.9	Does the policy affect service users, employees, the wider community, or a combination of these?	<i>Combination of service users, employees and wider community</i>
1.10	Who is formally responsible for the delivery of this policy? If different, who is responsible for leading on the delivery?	Sarah Wilkins, Director Education and Early Help
1.11	What (if any) previous consultation has been carried out for this policy? Who was consulted and when?	Consultation – midday Monday 16 th September to midday Monday 28 th October 2019 Parents/Carers, Schools, Neighbouring LAs
1.12	Is equality monitoring in place for this policy?	No

Part Two: The purpose of the following exercise is to assess the potential relevance of the policy in the lives of staff and/or residents who have one or more of the following "Protected Characteristics":
Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy/maternity, Race, Religion/Belief, Sex and Sexual Orientation.

The questions in this section ask you to consider factors you will need to take into account in assessing the relevance of the policy in the lives of people who have one or more of the Protected Characteristics. The answers you provide will help you determine whether you will need to carry out an Equality Impact Assessment.

		Yes	No	Details and comments
2.1	Could this policy have a significant impact on service delivery or other aspects of daily life for people because they have one or more of the Protected Characteristics listed above?		✓	The policy relates to schools, rather than individual children.
2.2	Does the policy involve a significant commitment, or reduction, of resources?		✓	We already respond to schools in respect of change of age range, this formalises the policy.
2.3	Does the policy relate to an area where inequalities are already known to exist?		✓	All schools are treated equally.

2.4 Is there any evidence of potential or actual unplanned variations in the participation levels or use of the policy between different groups (Existing policies only)?

Characteristic	Yes	No	Details, including what information you have based your answer on
Age		✓	The policy is the same regardless of the children's ages.
Disability		✓	Any school changing its age range would need to prove no disadvantage to SEND pupils.
Gender reassignment		✓	
Marriage/Civil Partnership		✓	
Pregnancy/maternity		✓	
Race		✓	
Religion or belief		✓	The policy is the same for all maintained schools.
Sexual orientation		✓	
Sex		✓	

If the answer to question 2.3 is "yes" or "could be yes" then you **must complete an EIA**.

For existing policies, if the answer to question 2.4 is "yes" or "could be yes" then you **must complete an EIA**.

If the answer to questions 2.1 or 2.2 is "yes" or "could be yes" then you may need to complete an EIA. Please refer to Section 3 of the [EIA Guidance document](#) for further clarification on when an EIA should be completed.

2.5 Based on the factors above, is an Equality Impact Assessment required for this policy?

Yes	
No	✓

An EIA is not always needed. Where you have decided that an assessment is not required please clearly summarise the reasons for your decision, including any factors you have taken into account, in the box below. Please then ensure this screening form is signed-off by your line manager and sent to the Corporate Equality and Diversity Team for publication.

EIA not required: reasons and additional comments

The policy relates to schools, rather than individuals. It clarifies the Local Authorities policy. Any school wishing to undertake a change of age range would need to prove no disadvantage to SEND pupils as part of its own consultation.

Signed (completing Officer/Manager):



Date: 31st October 2019.....

Signed (Line Manager):

Date:

PUBLICATION OF STATUTORY PROPOSALS FOR PRESCRIBED ALTERATIONS TO MAINTAINED SCHOOLS

DELEGATION TO CABINET MEMBER FOR EDUCATION AND SKILLS AND DIRECTOR OF CHILDREN, FAMILIES AND COMMUNITIES

The Council needs to consider its approach to the publication of statutory or other proposals to making 'prescribed alterations' to maintained schools, and it is expedient to do so through delegated decision-making rather than a meeting of Cabinet.

Background

All proposals for prescribed alterations must follow the processes set out in the Statutory guidance as updated from time to time. Prescribed alterations include change of age ranges, enlargement of school premises, changes to SEN provision etc. When a statutory process is required the proposer (such as the Council) must publish a statutory proposal and notice followed by a representation stage (formal consultation) of 4 weeks. The Council will then make the final decision whether to implement the change or not, having regard to any representations. On some more minor alterations, there is no requirement to publish statutory notice of the proposals, but a decision still has to be made.

The guidance states that there is no longer a requirement for pre-consultation on statutory proposals, but there is a strong expectation that schools and Local Authorities will consult interested parties in developing their proposals prior to publication.

There have been a number of general delegations to date. On 18 July 2013, Cabinet resolved that in respect of initial consultations for changes to school organisation, the Director of Children's Services, in consultation with the Cabinet Member for Children and Families be authorised to approve consultations, unless the Director of Children's Services determined exceptional circumstances which require Cabinet consideration.

Cabinet has also delegated the decision-making following the publication of statutory notices for proposed prescribed alterations to schools. On 10 April 2014, Cabinet resolved that in respect of all future decisions on school places or school organisation changes following Public Notice of a proposal:

- (i) the Director of Children's Services be authorised to approve the proposals in respect of which no objections to the Public Notices are received; and



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(ii) the Cabinet Member with Responsibility for Children and Families be authorised to decide the proposals in respect of which objections to the Public Notices are received.

In 2017 I updated the delegations to reflect changes in titles and also to authorise the relevant Cabinet Member with Responsibility to decide whether to publish statutory notices. **It is now expedient to update these delegations to cover circumstances where statutory public notice is not required. The consolidated delegation is set out below.**

I therefore authorise:

- (a) The Director of Children, Families and Communities, in consultation with the Cabinet Member for Education and Skills, to take all decisions on behalf of the Cabinet acting as the Executive in respect of initial consultations for statutory proposals relating to prescribed alterations to maintained schools including school places and organisation changes or publishing such proposals which do not require statutory notice;**
- (b) the Cabinet Member with Responsibility for Education and Skills to take all decisions on behalf of the Cabinet acting as the Executive in relation to the publication of Public Notice of statutory proposals relating to prescribed alterations to maintained schools including school places and organisation changes;**
- (c) the Director of Children, Families and Communities to decide the proposals in respect of which no objection to the Public Notice or other proposal is received; and**
- (d) the Cabinet Member with Responsibility for Education and Skills to decide the proposals in respect of which objection to the Public Notice or other proposal is received.**

Dated

25/4/18

Signed

S E Geraghty

Leader of the Council

vf

DfE No.	School Name	Phase	Mainstream PAN 2019
2118	Pebworth First	First	12
4013	Tenbury High Ormiston Academy	High	95
4438	Tudor Grange Academy, Redditch	High	180
4408	Blackminster Middle	Middle	130
2906	Abbey Park Middle School	Middle	84
3020	Cleeve Prior C.E. Primary School	Primary	15
2032	Clifton-upon-Teme Primary	Primary	15
3085	Pendock C.E. Primary	Primary	8
2026	Bretforton Village School	First	15
3028	Crowle C.E. First	First	15
3029	Defford-cum-Besford C.E. School	First	12
2034	Dodford First	First	15
3040	Elmley Castle C.E. First	First	15
5201	Flyford Flavell First	First	22
3084	Overbury C.E. First	First	15
3105	Tibberton C.E. First	First	15
3108	Upton Snodsbury C.E. First	First	14
3018	Church Lench C.E. First	First	15
3038	Eckington C.E. First	First	20
3300	Astley C.E. Primary	Primary	13
3308	Broadwas C.E. VA Primary	Primary	15
3014	Callow End C.E. Primary	Primary	15
3017	Castlemorton C.E. Primary	Primary	15
3350	Lindridge St Lawrence C.E. Primary	Primary	15
2153	Suckley Primary	Primary	12
3381	Sytchampton Endowed Primary	Primary	15
3109	Upper Arley C.E Primary	Primary	15
3010	Far Forest Lea Memorial C.E. Primary	Primary	20
3359	Malvern Wells C.E. Primary	Primary	15
3360	St James' C.E. Primary	Primary	15

School Capacity	NOR Sept 19	Designated Small School	Rural school status
72	43	Yes	Rural Village
522	413	Yes	None
1120	233	Yes	None
390	190	Yes	None
252	190	Yes	Rural town and fringe
105	43	Yes	Rural Village
105	78	Yes	Rural Village
56	37	Yes	Rural hamlet and isolated dwellings
90	56	At risk	None
75	66	At risk	None
58	51	At risk	Rural Village
75	74	At risk	Rural hamlet and isolated dwellings
90	50	At risk	Rural Village
112	62	At risk	Rural Village
72	66	At risk	Rural hamlet and isolated dwellings
75	74	At risk	Rural Village
60	64	At risk	Rural Village
83	69	At risk	Rural Village
120	74	At risk	Rural Village
105	99	At risk	Rural hamlet and isolated dwellings
105	87	At risk	Rural Village
101	99	At risk	Rural Village
105	84	At risk	None
99	73	At risk	Rural hamlet and isolated dwellings
80	86	At risk	None
105	93	At risk	Rural hamlet and isolated dwellings
105	64	At risk	Rural hamlet and isolated dwellings
140	97	At risk	Rural Village
105	89	At risk	None
94	89	At risk	None

Ofsted rating	Educational District	Status
Good	Evesham	Community
Good	Tenbury	Sponsored Academy
Requires Improvement	Redditch	Academy
Good	Evesham	Community
Requires Improvement	Pershore	Community
Good	Evesham	Aided
Good	Martley	Community
Good	Upton	Voluntary Controlled
Inadequate	Evesham	Sponsored Academy
Good	Pershore	Academy
Good	Pershore	Voluntary Controlled
Good	Bromsgrove	Community
Good	Evesham	Voluntary Controlled
Good	Pershore	Community
Good	Evesham	Voluntary Controlled
Outstanding	Droitwich	Voluntary Controlled
Outstanding	Pershore	Voluntary Controlled
Outstanding	Evesham	Voluntary Controlled
Good	Evesham	Voluntary Controlled
Good	Martley	Aided
Good	Martley	Aided
Good	Malvern	Voluntary Controlled
Requires Improvement	Upton	Academy
Requires Improvement	Tenbury	Aided
Outstanding	Malvern	Academy
Outstanding	Droitwich	Aided
Inadequate	Bewdley	Voluntary Controlled
Requires Improvement	Bewdley	Voluntary Controlled
Requires Improvement	Malvern	Aided
Requires Improvement	Malvern	Aided

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