West Norfolk Academies Trust

Primaries Admissions Policy 2026-27

Reviewed by:	**Governing Body**
Approved:	**April 2025**
Review Date:	**July 2026**

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1. Aims

We aim to:

- make the transition from home/pre-school to school a smooth, happy experience, where children feel confident and secure,
- enable staff to plan for the smooth running of the whole class throughout the year.

2. Organisation

- Children born between 1st September and the 31st August may start school at the beginning of the Autumn Term before their fifth birthday. They will attend part time for their first week and then full time after that.
- All reception children (be it full time or part time) can stay for lunch.
- Reception children will be taught in a class that is purely reception age.

3. Structure for Pre-School Liaison and the Reception of New Children

- Reception teachers visit pre-school/nursery throughout the year.
- Children visit school for sessions in the summer term.
- Parents and carers are invited to a meeting in the school hall in July, when information about the Foundation Stage, Curriculum and general advice on helping children prepare for, start and settle into school is provided.
- Children at Pre-school are invited to visit the school. Older children might read stories to the pre-school children.
- The 'Foundation Stage Profile' assesses the children's progress to the end of Reception.
- Single copies of appropriate documentation from the Reception Pack are made available for parental reference at the pre-school/nursery.

4. General Admissions

- Parents wishing to make an initial enquiry concerning the admission of a child to the school should firstly contact the School Secretary, who will arrange a meeting where the school can be viewed and the brochure discussed.
- Applications for the admission of children who require special facilities will be considered on an individual basis. Some parts of the schools are not accessible to children in wheelchairs.

5. Admission Criteria in the Event of Over Subscription

In the event of over-subscription preference will be given to children living nearer to the school according to the following criteria, in order of priority:

1. Children with a statement of Special Educational Needs naming the school,
2. Children in public care who live in the area served by the school,
3. Children who live within the catchment area and have a brother or sister attending the school at the time of their admission,
4. Children who live within the catchment area,
5. Children who live outside the catchment area and have a brother or sister attending the school at the time of their admission.

In the event of over-subscription, children with special educational needs will not be refused admission or given lower priority than other applicants.

6. Relationship to Other Policies

This policy should be read in conjunction with the policies on equality, SEND, LAC and the curriculum. It should be reviewed annually.

7. Roles and Responsibilities of Head Teacher, Other Staff, Governors

The **Head Teacher** will ensure that:

- pupils are admitted only in accordance with this policy,
- the school is represented on the Local Authority admission forum,
- where places are available, pupils are admitted in accordance with the agreed priorities.

All **staff** are expected to follow this policy when advising prospective parents/carers and admitting pupils.

The **governing body** will ensure that:

- the admission arrangements are reviewed annually and consultation takes place on changes with all other admission authorities,
- the admission arrangements are published in the prospectus and made available to parents/carers and potential parents,
- an admissions' register is kept up to date,
- an appeal panel is in place (using county's services and independent panel) to hear parents'/guardians'/carers' appeals against non-admission,
- the net capacity formula is reviewed annually and proposed variations communicated to the local authority (or statutory body in the case of foundation schools).

8. Arrangements for Monitoring and Evaluation

The number of pupils on roll and number and reason for unsuccessful appeals will be reported to the governing body each term with advice on any implications, plus feedback from parents/carers.