



**Yardleys**  
**School**  
WORKING TOGETHER FOR A BETTER FUTURE

# ADMISSIONS POLICY

Adopted by Governors:

Signed: .....

Date: .....

This policy is reviewed annually by the Curriculum & Standards Committee

Review date: .....

## POLICY INFORMATION

Date of last review	April 2021	Review period	Annual
Date ratified by governors		Governors' committee responsible	C&S
Policy owner	Brynley Evans	SLT member responsible	Brynley Evans/Gurpreet Basra
Date of next review	April 2022		

## Reviews/revisions

Review date	Changes made	By whom
June 2020	<ul style="list-style-type: none"><li>Included more detail with regards to admission numbers and criteria</li><li>In-year admissions and waiting lists</li><li>Smooth transmission aims and Yardleys School Charter</li></ul>	Gurpreet Basra
April 2021	No changes	

## Dates of linked staff training (if applicable)

Date	Course title	Led by

### EQUALITY AND GDPR

All Yardleys' policies should be read in conjunction with our Equal Opportunities and GDPR policies.

#### Statement of principle - Equality

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

#### Statement of principle - GDPR

Yardleys School recognises the serious issues that can occur as a consequence in failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

Yardleys School is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

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**This policy should be read in conjunction with the Equal Opportunities and GDPR policies.**

**Yardleys School follows the Birmingham Local Authority standard admissions criteria as follows:**

Where the school receives more applications than it has places available, places will be offered based on the following order of priority:

1. Looked After Children (also referred to as Children in Care), or Children who were previously looked after
2. Siblings (brother or sister already at the academy who will still be in attendance the following September.
3. Distance (children who live nearest the academy).

Within each of these categories, priority is given to those who live nearest the school, calculated on the basis of a straight line measurement between the child's home address and the main entrance to the school.

Yardleys School has adopted the Local Authority's definitions for "Looked after or previously looked after children", "Distance", "Sibling", "Shared responsibility" and "Separating final qualifier" applications (blocks of flats etc....)". The School uses the Local Authority to calculate the distance for waiting list purposes and to hear any admissions appeals.

**The admissions number for Yardleys School**

- The admission number for each cohort at Yardleys School is **180 students** and an agreed admission number of **900 students (Year 7-11)**. Students will not be admitted above the Published Admission Number unless exceptional circumstances apply which will be reported to the governing body.
- Yardleys School will keep the Local Authority informed of its admission arrangements each year once they have been determined.
- If there are any significant changes to its Admissions Criteria or it is within 7 years of the previous consultation, Yardleys School will consult the Local Authority, parents/carers of the students at Yardleys and any other bodies deemed relevant as part of the consultation process.
- Notwithstanding these arrangements the Secretary of State may direct Yardleys School to admit a student on application from the Local Authority. Before doing so the Secretary of State will consult the school.

## **In-Year Admissions and Waiting Lists**

- Yardleys School considers all applications submitted for years other than the normal year of entry and if the Year Group applied for has a place available, admit the child. If more applications are received than places available students will be placed on a waiting list.
- Information on all students is considered by the Headteacher/Senior Leadership team. Fair-Access students are identified and the senior team consults the Local Authority on these.
- Where in any year the school receives more applications for places than there are places available, a waiting list will operate. The waiting list will be maintained by school and open to any parent to ask for their child to be placed on the waiting list, following an unsuccessful application. A child's position on the waiting list will be determined in accordance to the school admissions criteria. Whenever a child leaves or joins the waiting list, it will be reordered in accordance to the school admission criteria. Where places become vacant they will be allocated to children on the waiting list in accordance with the admissions criteria. Yardleys will maintain and update a waiting list for each cohort and keep the Local Authority informed.
- Prior to a student being accepted (if there is a vacancy) the school office and/or relevant Head of Year will contact previous schools for information and arrange an interview unless the student's records have any information that meet the criteria of Fair-Access Sharing Panel. During the interview, the Head of Year will meet the student, parents/carers and will provide an information pack, provide a tour of the school and go through expectations and ethos of Yardleys School by discussing the Yardleys Charter. A provisional start date will be agreed.
- Parents/carers will have the right to appeal if they are dissatisfied with an admission decision of the school. Yardleys School uses the Local Authority to hear any admissions appeals.

### **To ensure smooth transition, Yardleys School aims to:**

- Ensure parents/carers and children are aware of the school ethos and values as demonstrated by the Yardleys Charter.
- Work with parents/carers to feel that they are confident that they are entrusting their children into a caring and stimulating environment.
- Provide strong pastoral support systems which supports the needs of the transferring children as appropriate including those who experience difficulties.
- Make students feel welcome in their new environment and eliminate worries and concerns students may have about the process of moving from primary to secondary education. This is achieved through direct links and visits to primary feeder schools by key pastoral staff, primary school useful information and data for parents to be completed pre-transfer, induction events and a welcome information booklet.

The Yardleys Charter underpins the school vision, ethos and values. To create a **safe and supportive learning environment** in which all members of the school are **working together** to develop their maximum potential.

# Yardleys School Charter



**Staff & Students believe everyone at Yardleys School should:**



- show **positivity** and enthusiasm;
- be motivated & have high expectations of ourselves & others;
- be **curious** and ready to learn new things;
- be fully prepared for all activities with everything you need;
- communicate with others regularly and effectively;
- have excellent attendance and punctuality;
- be well presented and smartly dressed;
- show **resilience** when faced with challenges

 **Be Ready**



- recognise that we are all equal individuals;
- have regard for each other's personal space and privacy;
- take care of the building, equipment and the environment;
- be polite, considerate and kind to everyone;
- communicate in a calm and polite manner;
- actively listen to others;
- appreciate others' beliefs, opinions & cultures;
- show **empathy** and maturity when dealing with sensitive issues

 **Be Respectful**



- be safe and look after each other;
- complete work on time and to a high standard;
- behave well with **integrity**: even when no-one is watching;
- be a positive role model and representative of the school;
- recognise that we are responsible for our own actions;
- be fair in your treatment of others;
- give our full effort to everything you do;
- reflect** on all that we do and learn from our mistakes

 **Be Responsible**

**Leading to Academic Excellence and Personal Development**

WORKING TOGETHER FOR A BETTER FUTURE

  
Positivity

  
Integrity

  
Curiosity

  
Resilience

  
Empathy

  
Reflection