Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

In Year Admissions Procedures Policy

Coordinator	Anna Feltham
Review Frequency	Every 3 years
Policy First Issued	1991
Last Reviewed	February 2022
Date policy considered by External HR Consultant	N/A
Date policy considered by External Solicitor	N/A
Agreed by LT on	28th February 2022
Does this policy need to be agreed by Governors? If yes, which committee?	Yes Engagement and Inclusion
Agreed by Governors on	2nd March 2022
This policy is communicated by the following means:	
Governors	Governor consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on staff SharePoint
Parents	Academy website
Students	Admission meetings

Contents

1. Aims

At Clapton Girls' Academy we want to ensure the most effective start to every student's learning.

This policy provides guidance on enrolment procedures for all in-year admissions to Clapton Girls' Academy (i.e. not those enrolled as part of the normal round of admissions each September into Year 7 or Year 12)
All in-year admission students are offered a place at the academy in line with the process and criteria detailed in our Admissions Policy (No.63).

Aim of this policy are:
- To give new families an informed and warm welcome to the academy
- To ensure the academy acquire relevant information about new students
- To prepare the student and teaching staff for their arrival.
- To ensure the student's first weeks at the academy are as successful as possible
- To establish sustained success for the student in all aspects of their school experience
- To secure positive student outcomes for the student

2. Roles and Responsibilities

The policy and its implementation are managed by the member of the Leadership Team with responsibility for in-year admissions and the Attendance and Admissions Manager. We ensure that our admissions practices are fair to all parents and students. Our procedures operate in conjunction with Hackney Education who coordinate in-year admissions for the academy.

3. Induction Programmes within Departments/Faculties

Each Department/Faculty should prepare suitable programmes and materials for new students, especially those with little or no English. The Learning Support faculty are responsible for providing initial assessments and targeted support for in-year admissions that identified as having specific EAL needs.

The SENDCO will coordinate the induction programme for all students arriving with Education, Health and Care Plans (EHCPs) and will lead on ensuring continuing provision for any SEN Support (K) students arriving in-year through liaison with their previous school.

4. Procedures
(see appendix 1- Managing In-year Admissions)

The member of the Leadership Team with responsibility for in-year admissions will direct the Attendance and Engagement Support Administrator to make an appointment for each family seeking admission with the relevant Head of Year. Parents will be sent an invitation letter or email to attend an enrolment meeting, and/or be telephoned by the Attendance and Engagement Support Administrator.

The Attendance and Engagement Support Administrator must ensure that an enrolment pack (See appendix 1) with an electronic in-year admission form is sent to parents prior to the enrolment meeting. The parent will also be asked to bring any available exercise books/folders for the child so that these can be passed to their new teachers to support with ascertaining curriculum coverage to support transition.

5. The enrolment meeting and subsequent procedures

The offer of an enrolment meeting takes place when the student reaches the top of the Hackney Education waiting list or Clapton Girls' Academy is named as the school of choice on an EHCP. The following procedure needs to be followed for enrolment meetings:

1. If an interpreter is needed the family will be asked to bring their own.
2. The Head of Year gives the family any necessary information (including an In-Year Admissions Handbook), talks to them about the school, goes through, with parent, the completed e-Admissions Form, Home/Academy Agreement and Student Online Consent Form along with any other relevant documents.
3. After the enrolment meeting the completed forms are returned to the Attendance and Engagement Support Administrator who requests an electronic transfer file using S2S and paper file from the student's previous school (where available).
4. The student details are entered onto SIMS as a future admission by the Attendance and Engagement Support Administrator.
5. The Attendance and Engagement Support Administrator checks the data is accurate and the Attendance and Admissions Manager counter checks this data. When a student's paper file is received from their last school, the Attendance and Engagement Support Administrator logs its arrival on the on/off roll tracker and passes it to the Head of Year so that any relevant background information on the student can be reviewed and, where necessary, shared with relevant staff.
6. Any Child Protection or SEND files received are passed to the Designated Safeguarding Lead or SENDCO respectively for secure storage. Any relevant documents will be scanned and uploaded onto CPOMS (Child Protection Online Management System).
7. Any student books/folders shared at the admission meeting are passed by the Head of Year/ESA to the students' new teachers.

If the Head of Year is absent on the day of the admissions meeting, it will take place with the member of the Leadership Team responsible for in-year admissions or who line manages the year group.

6. Assessing In-Year admissions

a) In addition, any students arriving at the academy with no base line data complete literacy and numeracy assessments to ascertain a teacher-assessed base line for these areas. These assessments are coordinated by the Learning Support faculty.

b) If any of these assessments highlight any potential special educational needs, the Learning Support team will complete any relevant further assessments. Where relevant, parents will then be contacted, and students may then be added to the academy SEND register and have relevant intervention and support put in place (including a pupil passport).

c) If any assessments highlight needs relating to students' understanding of spoken or written English, the SENDCO will refer the student for further assessments and further EAL input.

d) Heads of Year/ESAs play a key role in ensuring that assessment data and strategies for any individual in-year admissions are shared effectively with all staff that will be teaching/supporting them.

7. Allocation of teaching group and preference subjects

After the enrolment meeting, the Head of Year places the student in a tutor group and liaises with the Data Leader and heads of faculty/subject to decide on the most appropriate subject groups. Placement in a tutor group takes account of spaces available, ability level (if known), ethnicity, language, level of English and any SEND needs in order to keep the social and ability spread in each class in line with that of the academy. Students are usually placed in the year appropriate to their chronological age. (See Admissions Policy for more information on admission of students).

The Head of Year informs the Data Leader of the student's curriculum, and the Data Leader enters the student's timetable onto SIMS, giving a printed copy to the Head of Year.

8. Preparation of Teaching Staff for the Arrival of a Student

a) The student's photograph should be taken on the first day they arrive or at the enrolment meeting by the Marketing and Communications team and be uploaded onto their SIMs record by the Attendance and Engagement Support Administrator.

b) The Head of Year ensures all staff are given advance notice of new arrivals via Staff Notices. Subject Teachers and Heads of Department/Faculty use information given in Staff Notices to prepare to receive student in class the following week.

c) Once the student has attended an enrolment meeting, they should be put on the SIMS system as a pre-admission in readiness for their start date. Should they not turn up on the agreed date the Head of Year will inform the Attendance and Engagement Support Administrator. If they are aware that the child is not already on-roll elsewhere, the Attendance and Engagement Support Administrator will inform Hackney Education who will be notified to chase them as a child missing education (CME

9. Receiving a Student into her New Tutor Group

a) The tutor selects a class friend who will be responsible for looking after the new student for the first two weeks. The tutor prepares the class friend for their role. Care should be taken to match language needs if possible.
b) The Head of Year/ESA prepares equipment (Student Planner and locker space/key) for new student and arranges for them to be registered on the academy cashless catering system.
c) The Head of Year/ESA or form tutor meets the new student in the Pankhurst Reception on the morning of their arrival.

d) The Head of Year/ESA or form tutor are responsible for checking the new arrival's uniform and timetable and providing a tour of the academy site. The Head of Year/ESA ensures that the student is given ICT user-name, log-in details ad instructions on how to use for Satchel:one.

e) All students joining the academy as an in-year admission are required to attend a series of review meetings with their Head of Year/Progress or ESA to ensure a smooth and effective transition to the academy.

10. Review meetings

The following review meetings should take place for all in-year admissions with either the relevant Head of Year, ESA or LT line manager.

Review meeting 1 – Takes place two weeks after start date with student only. Review meeting 1 pro-forma must be completed and returned to Attendance and Engagement Support Administrator for uploading to Linked Documents on SIMs. (See appendix 2 – Review meeting 1 pro-forma)

Review meeting 2 – Takes place four weeks after start date with student and parent. The member of staff completing the review should request feedback from teachers via an email or round robin to ensure that any emerging strengths or areas of concern are discussed at the meeting. Review meeting 2 pro-forma must be completed and returned to Attendance and Engagement Support Administrator for uploading to Linked Documents on SIMs. (See appendix 3 – Review meeting 1 pro-forma)

Following these review meetings, if specific challenges/needs are identified increased monitoring and support may be put in place, including completion of an Initial Concern Form and discussion re: best approach to support at Inclusion Panel meetings.

11. Monitoring transition for in-year admission students

In addition to existing systems for monitoring student attendance, progress and behaviour for learning and the above review meetings, Heads of Year and ESAs should ensure that all in-year admissions are informally monitored via visits to Collective Time and conversations with tutors and subject staff.

12. Procedures for parents who approach the academy directly for admissions

If a parent arrives at the academy asking for admission for their child, the receptionist or the member of Senior Staff on Duty will:

- Give brief information about the school.
- Refer the parent to the Admissions team at Hackney Education who will advise them accordingly.

13. In-year admissions to the sixth form

In-year admissions to the sixth form are required to complete a Sixth Form application form and sign the 'Sixth Form Partnership for Learning Agreement'. They will have an

admission meeting with the Head of Sixth Form and the Exams Officer to verify exam results and exam board parity. In-year admissions to the sixth form can only happen in the first term of Year 12 unless relevant courses have been studied at a previous sixth form establishment.

14. In-Year Fair Access Panel (IYFAP)

Some students are allocated to the academy via the coordinated In-Year Fair Access Protocol. These students are often students who are 'hard-to-place' due to attendance and behaviour patterns that have disrupted their learning and that of others.

Specific enrolment arrangements will be determined by the pastoral staff responsible for in-year admissions and the relevant Head of Year, SENDCO and Assistant Headteacher (behaviour) in consultation with the relevant agencies working with these students. These enrolment arrangements could include dual registration, trial periods of enrolment and specific intervention and support for the student and the review meetings used with all in-year admissions.

15. Managed moves

Some students who, for a variety of reasons, are finding it hard to move schools in-year are allocated to the academy via the 'managed move' process where a move from one school to another is agreed between the headteachers of the respective schools without the student needing to wait to reach the top of the Hackney Education waiting list. Students attend the academy on a trial period basis for six weeks. During this time, fortnightly review meetings are held where behaviour, attendance and attainment data and feedback reports from pastoral and subject staff are studied carefully to ascertain whether the placement is working and is likely to be able to be sustained long term.

Managed moves require effective communication between the sending and receiving schools so that any previous difficulties can be fully understood and pre-empted in order to put appropriate support in place. Relevant staff from the school sending the student will be required to attend any review meetings and should be involved in deciding whether a staggered start or reduced timetables will be needed in order to support the student's transition to a new school, especially if they have not been in mainstream education for a period of time.

Students who join the academy as a managed move are dual registered (registered at both schools) for the duration of the 6-week trial period). At the end of the six weeks, if it is felt that the trial period has been successful and this success can be sustained long term, the student will be taken on roll at the academy and taken off roll from their previous school.

Appendix 1 – Managing In Year Admissions

Member of Leadership Team responsible for in year admissions discusses vacancies with Admissions Manager and informs Head of Year (HoY) of new in year admission.

→ Admissions Manager/Admissions Admin liaise with HoY to arrange admission meeting with parent

→ Confirmation letter with date and time of meeting sent to parent via email along with e-Admissions Form, Home/Academy Agreement, Online Safety Agreement and Student Privacy Notice

→ Parent to complete and submit all e-forms prior to meeting with HoY and provide proof of identity for themselves and the student as well as proof of home address.

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HoY liaises with HoF and subject teachers regarding subject and set groups for student.
Once subject and sets agreed, Data Leader creates student timetable.
HOY notifies staff of new starter via Staff Notices.

← HoY returns admissions paperwork to Student Reception for student record to be created on SIMS.

← HoY goes through admission form, home school agreement and behaviour code with parent and student at the meeting.
Start date agreed.
Parent given information regarding the MyEd parent app, uniform ordering and a copy of In Year Admissions Handbook.

← Parent and student attend admission meeting with HoY. Parents asked to bring latest school report (where available) as well as any of student's exercise books/assessed work.

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On start date, student is given tour of the academy by Engagement Support Assistant (ESA) for the year group. Student also given a planner, a timetable and assigned a buddy. ESA ensures student photo is taken for SIMS as well as fingerprint for school lunch.

→ Admissions Admin liaises with previous school to get electronic and paper records for new starter, including any CP and/or safeguarding files.

→ Learning support team arrange assessments during first week if student has no baseline data. Referral to SENDCo made if any SEND concern.

→ ESA/HoY holds a review meeting with the student after 2 weeks. A further meeting (with student and parent) is held after 4 weeks on roll, using round robin feedback from teachers, and HoY follows up any concerns raised.

Appendix 2 – In Year Admissions Review Meeting 1

Clapton Girls' Academy Est. 1906	**IN YEAR ADMISSIONS REVIEW MEETING 1 (student only)**

Date: _____

Student name: _____ **Form Group:** _____

Present at meeting: _____

Reason for meeting: *The purpose of this meeting is to meet with the student to review the start that they have made at Clapton Girls' Academy. This meeting is held with all in-year admissions and then again with the student and the parent four weeks after their start at the academy.*

Current attendance: _____%   **Current punctuality:** _____ lates

Current achievement points: _____   **Current behaviour points:** _____

STUDENT'S VIEW ON:

ATTENDANCE AND PUNCTUALITY:

_____
_____
_____

LEARNING: (check sets/groupings and levels of support/challenge in lessons)

_____
_____
_____

PROGRESS: please check sets/groupings etc.)

_____
_____
_____

BEHAVIOUR:

_____
_____
_____

WELLBEING:

_____
_____
_____

Appendix 3 – In Year Admissions Review Meeting 2

IN YEAR ADMISSIONS REVIEW MEETING 2
(student and parent)

Clapton Girls' Academy
Est. 1906

Date: _____

Student name: _____   **Form Group:** _____

Present at meeting: _____

Reason for meeting: *The purpose of this meeting is to meet with the student and their parent(s) to review the start that they have made at Clapton Girls' Academy. These review meetings are held with all in year admissions and their parents four weeks after their start at the academy.*

Current attendance: _____%   **Current punctuality:** _____ lates

Current achievement points: _____   **Current behaviour points:** _____

STUDENT'S VIEW ON:

ATTENDANCE AND PUNCTUALITY:

_____
_____
_____

LEARNING: (check sets/groupings and levels of support/challenge in lessons)

_____
_____
_____

PROGRESS: please check sets/groupings etc.)

_____
_____
_____

BEHAVIOUR:

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WELLBEING:

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