



Admission Number and Arrangements for  
Jessons CE Primary School  
(Normal Age of Entry 2027-2028 academic year)

## ELEMENTS DIOCESAN LEARNING TRUST

### OUR VISION

Elements Diocesan Learning Trust values the individual nature of each school within the Trust family. We believe that every person is a unique and precious gift, created with purpose and value. We nurture each person as a child of God and recognise their inherent potential. Through our collective efforts, we inspire hope, nurture faith, and promote the flourishing of each school.

We ensure that every person is seen, valued, and empowered to succeed, regardless of their background or circumstances. Through justice and equity, we foster an inclusive environment where diversity is celebrated, and every person's unique gifts are honoured.

By embracing these principles, we create a culture where every person values themselves, their community, and the world around them to become compassionate, confident, and responsible individuals.

This is the vision in which the headteachers, governors and wider stakeholders have placed their trust and it is essential that it is upheld at every stage.

Each school, despite sharing some similarities, has its own unique context, community, culture, ethos, vision, and values. These will be honoured at all times as part of Elements Diocesan Learning Trust.

The vision is deeply rooted in, and is an outworking of, the Church of England's Vision for Education. Elements Diocesan Learning Trust is committed in being 'Deeply Christian: Serving the Common Good', inspired by the particular scripture in John 10:10 where Jesus declares '***I have come that they may have life, and have it to the full***'. These words, combined with the vision's four main guiding **elements** - educating for Wisdom, Knowledge & Skills; Hope & Aspiration; Community & Living Well Together; and Dignity & Respect form the core vision for Elements Diocesan Learning Trust. At times, it is expected that interpretation of what the vision means in practice will vary between individuals and that there will be differences of opinion. At such times, discussion around decisions and actions will be respectful, honouring the four strands of the vision itself and remembering the original reasons for this collaboration.

These core **elements** of the Church of England's Vision for Education have supported the formation of our founding core values:

### OUR VALUES

- **Wisdom** – The decisions we take are wise and are based on informed discussions and evidence and aimed at ensuring we achieve the best outcomes for all without forsaking our values
- **Hope** – we have hope for a positive future and always finding positive outcomes
- **Honesty** – we are honest with all inside and outside our organisation, whilst being sensitive to how we deliver these messages
- **Community and Helpfulness** – we work in co-operation and partnership with all staff and wider stakeholders
- **Dignity and compassion** – we treat all those within and outside our organisation with dignity, irrespective of the circumstances, and we show everyone compassion for the difficulties that they are experiencing
- **Respect** – we are respectful to all, dedicated to ensuring inclusivity and diversity with those that we work with and for others that meet and our actions may affect.

- **Integrity** – we have strong principles rooted in our Christian mission that lead our actions and decisions

## DOCUMENT SUMMARY

### PRINCIPLES:

*JESSONS CE PRIMARY SCHOOL HAS AN INCLUSIVE EDUCATION POLICY WHICH AIMS TO MAXIMISE THE OPPORTUNITY TO MEET PARENTAL PREFERENCE. THE SCHOOL DOES NOT SUPPORT THE USE OF SELECTIVE ADMISSIONS POLICIES BASED ON APTITUDE OR ACADEMIC ACHIEVEMENT.*

**The admission arrangements set by the Trust ensure that the process is fair and equitable for all.**

### LEGAL CONTEXT:

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SCHOOL STANDARDS AND FRAMEWORK ACT 1998 AS AMENDED BY THE EDUCATION ACT 2002

- The Education (Co-ordination of Admission Arrangements) (Primary Schools)(England)(Amendment) Regulations 2012
- The Education (Admission of Looked After Children)(England)Regulations 2005
- School Admissions Code 2021

**Published admission number: 90**

## JESSONS CE PRIMARY SCHOOL ADMISSIONS POLICY FOR NORMAL AGE OF ENTRY IN ACADEMIC YEAR 2027/2028

*Children will not be discriminated against as laid down by the Sex Discrimination Act 1975, The Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, The Human Rights Act 1998 and The Special Educational Needs and Disability Discrimination Act 2005 and The Equality Act 2010.*

**All preferences, regardless of ranking, will be assessed against the following criteria to allocate the available places at our school i.e. receive more applications than can be accommodated.**

- a) First priority for admission shall be given to relevant looked after children or children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or special guardianship order.
- b) Second priority for admission shall be given to children with a “serious and ongoing medical condition” where Jessons Primary School is the most appropriate school to meet the condition. *See notes below for clarification.*
- c) Third priority for admission shall be given to children who have a brother/sister, half-brother/sister (where the children share one common parent), or step-brother / step-sister, living at the same address and who will still be attending the Jessons CE Primary School in the academic year 2027/28.
- d) Any places that remain available once the above applicants have been admitted will be filled according to those children who live closest to the school, determined by a straight-line measurement in metres, from the home address to the main entrance of Jessons Primary School.

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### IMPORTANT NOTES THAT SUPPORT THE ABOVE CRITERIA

- Relevant looked after children means children who are looked after by a Council in accordance with section 22 (1) of the Children Act 1989 and who is (a) in care of a Council, or (b) being provided with accommodation by a Council in the exercise of their social services functions.
- A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.
- An adoption order is an order under section 46 of the Adoptions and Children Act 2002. A Child Arrangement Order is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a special guardianship order as an order appointing one or more individuals to be a child’s special guardian (or special guardians).
- In accordance with legislation, a child with an Education Health Care Plan (EHCP) will be offered a place at the school named in the EHCP as the most appropriate to meet the child’s individual needs, this may reduce the number of places available for children who do not have an EHCP.
- If applying under the medical criterion, parents must provide supportive information from their child’s Medical Consultant at the time of application in order to be considered under this criterion. This

supportive information should include information about the needs of the child and should detail the difficulties the child would experience if they attended another school. Parents should also indicate why Jessons Primary School is the most appropriate to meet their child's medical condition rather than any other school. Neither the school nor the Trust will seek to obtain medical evidence on behalf of parents.

- Any child not obtaining a place in our school will be advised about the independent appeals process.
- Definition of brother or sister also relates to adopted or fostered children living at the same home address.
- The home address is considered to be the child's (along with their parents') genuine principal place of residence at the time of the allocation of places i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than guardianship), the friend's or relative's address will not be considered for allocation purposes. *NB If your address changes you must notify your home local authority immediately. **Trustees' reserve the right to withdraw a place subsequently found to have been based on fraudulent or intentionally misleading information.***
- Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week, then the home address will be determined as the address where the child lives for the majority of the school week. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes. At least one item of proof must demonstrate where the child lives. It is expected that parents will agree on school places before an application is made, and it may be necessary to request evidence from the parents to confirm that this is the case. Elements Diocesan Learning Trust is not in a position to intervene in disputes between parents over school applications and will request that these are resolved privately.
- Special conditions will apply in the event that one child from a set of twins or triplets does not gain admission to the preferred school through the admissions criteria. The Trust will exceed the admission number for the school to prevent separation of twins / triplets.
- Random allocation will be used as a tie-break in category (d) above to decide who has the highest priority for admission if the distance between two children's homes and the school is the same.

## DEFERRED ENTRY TO RECEPTION CLASS

Parents have the right to retain a place offered and request that their child be admitted to Reception Class later during the 2027/2028 academic year or until the term after the child reaches compulsory school age, if they so wish. Parents can also request that their child takes up the place part-time until the child reaches compulsory school age.

### **Application Process (Normal Age of entry into reception Class)**

All applications will be co-ordinated via the home Local Authority of the applicant. Further details and timescales are set out in the Local Authority's Co-ordinated scheme which is available from The Academy Office or Dudley School Admissions Service.

## 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. Parents should make their application to the school setting out the reasons why they believe their child should be taught outside their chronological age group.

In addition, the parents of summer born children (children born between 1 April and 31 August) may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out their normal age group – to Reception rather than Year 1. These parents will need to make an application alongside children applying at the normal age which should explain why they believe it is in the child's best interest to be admitted outside their normal age. This should include information such as professional evidence and why an exception should be made in the case of the child. A decision as to whether this is an appropriate course of action will be made by the school which will take into account the circumstances of the case.

**Parents do not have the right to insist that their child is admitted to a particular year group.**

## LATE APPLICATIONS

Preferences that are received after the closing date for receipt of applications will only be considered after applications that were received within the deadline have been dealt with.

Only in exceptional circumstances will a late application be considered alongside those applications that were made within the deadline. Supportive documentary evidence must be provided by the parent / carer at the time of application.

## WAITING LISTS

If the school is oversubscribed and children have been refused admission because other children have a higher priority for admission under the published admissions criteria, then those applicants who are unsuccessful will be asked if they wish to be placed on a waiting list.

Children on the waiting list will be ranked in accordance with the published admissions criteria and the list will operate from the point of allocation until the 31st August 2028. After this point the waiting list will no longer be in operation and places that become available will be allocated on a first come first served basis. If more than one application is received at the same time, the oversubscription criteria, as detailed on pages 5 and 6, will be used to determine which applicant will have the place.

Inclusion on a school's waiting list does not mean that a place will eventually become available there.

A child's position on a waiting list is not fixed and is subject to change during the year i.e. they can go up or down the list, depending on other children's applications.

Places that become available between the point of allocation and 31 August 2028 will be offered to children according to their ranking on this list i.e. those ranked highest will be offered first.

## REPEAT APPLICATIONS

It is not the School's Policy to consider repeat applications in the same academic year unless there have been significant and material changes in the circumstances of the applicant.