

NOTICE OF MEETING

CABINET MEMBER SIGNING

Wednesday, 8th February, 2017, 10.30 am - Civic Centre, High Road, Wood Green, N22 8LE

Members: Councillor Elin Weston (Chair)

Quorum: 1

1. FILMING AT MEETINGS

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The chair of the meeting has the discretion to terminate or suspend filming or recording, if in his or her opinion continuation of the filming, recording or reporting would disrupt or prejudice the proceedings, infringe the rights of any individual or may lead to the breach of a legal obligation by the Council.

2. URGENT BUSINESS

The Cabinet Member will advise of any items they have decided to take as urgent business.

3. DECLARATIONS OF INTEREST

A member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

(i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and

(ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Register of Members' Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interests are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct

4. DETERMINATION OF THE COUNCIL'S SCHOOL ADMISSION ARRANGEMENTS FOR THE ACADEMIC YEAR 2018/19 (PAGES 1 - 60)

The report will seek Cabinet Member approval for the Council's school admission arrangements for the academic year 2018/19, including the in-year access protocol.

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Tuesday, 31 January 2017

Report for: Cabinet Member Signing - February 2017

Item number: 4

Title: Determination of the Council's School Admission Arrangements for the academic year 2018/19

Report authorised by: Rory Kennedy, Assistant Director Schools and Learning

Lead Officer: Carlo Kodsi, Team Leader Admissions - ext. 1823,
carlo.kodsi@haringey.gov.uk

Ward(s) affected: All

**Report for Key/
Non Key Decision:** Key

1. Describe the issue under consideration

- 1.1. On 18 October 2016 Cabinet agreed that statutory consultation is carried out between 27 October 2016 and 8 December 2016 on the proposed admission arrangements for the academic year 2018/19.
- 1.2. This report provides details on an analysis of the representations received on all of our admission arrangements and makes recommendations on those proposed admission arrangements at paragraph 3 below.
- 1.3. To meet the Council's statutory requirements the Cabinet Member for Children and Families is requested to determine the proposed admission arrangements for the academic year 2018/19. These arrangements are in respect of the borough's community and voluntary controlled (VC) schools. Recommendations at para 3 below also ask the Cabinet Member to agree to the publication of the arrangements on the Council's website on or before 15 March 2017, such details to include advice on the right of objection to the Schools Adjudicator.

2. Cabinet Member Signing Introduction

- 2.1. I am satisfied that the proper procedures have been followed and that the arrangements comply with our statutory responsibilities.

Recommendations

- 2.2. The Cabinet Member for Children and Families is asked to:
 - I. Determine the Council's admission arrangements for the academic year 2018/19 as set out in Appendices 1- 5;

- II. Agree that the in-year fair access protocol (IYFAP) set out in Appendix 6 comes into force from 1 March 2017;
- III. Agree the determined admission arrangements for all maintained primary and secondary schools in the borough are published on the Council's website by no later than 15 March 2017 with an explanation of the right of any person or body, under the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, to object to the Schools Adjudicator in specified circumstances¹.

3. Reasons for decision

- 3.1. The School Admissions Code 2014 ("the Code"), requires all admission authorities to determine admission arrangements every year, even if they have not changed from previous years. Regulation 17 of the School Admissions Regulations 2012 also requires admission authorities to determine admission arrangements by 28 February in the determination year.
- 3.2. In addition, the Regulations require the admission authority (in this case the local authority) to publish on its website by no later than 15 March in the determining year the determined arrangements of all maintained primary and secondary school and academies in the borough, advising the right to object to the Schools Adjudicator, where it is considered that the arrangements do not comply with the mandatory provisions of the Code.
- 3.3. The Code sets out that if no changes are made to admission arrangements, they must be consulted on at least once every 7 years. The Council consults on its admission arrangements annually irrespective of whether or not there is a proposed change to the arrangements. This is to ensure transparency and openness on the contents of the admission arrangements and to allow all stakeholders to make representations which can then be considered as part of the determination process. Representations may also result in consideration being given to proposed changes in the future to admission arrangements.

4. Alternative options considered

- 4.1. There is a statutory requirement on all admission authorities to determine their admission arrangements each year and as set out above for those arrangements to be consulted on if there is a proposed change or at least once every 7 years if there has been no change in that period.
- 4.2. We are not proposing any changes to the proposed admission arrangements for the year 2018/19 apart from a small number of minor technical changes:
 - Appendix 1 – Nursery admission arrangements, criterion 3: minor technical alteration providing clarity on the Council's already well

¹ Paragraphs 19 – 24 of the Regulations

established practise of giving priority to children with a sibling attending the associated **infant or junior school** as well as to children with a sibling at a primary school. There are five infant and junior community schools with nurseries in Haringey – Belmont, Rokesly, South Haringay, Campsbourne and Bounds Green.

- Appendix 2 – Reception and Junior admission arrangements, note 2: minor technical alteration providing clarity on the Council’s already well established practise of **not** giving priority in reception to children with a sibling attending the nursery. The Council has been mindful that it must not give priority to children on the basis of any practical or financial support parents may give to the school or any associated organisation. Such support may be given where parents pay optional fees to the school-run nursery for additional hours on top of their 15-hour funded early education for the sibling . This is set out in paragraph 1.9(e) of the Code. The Council also considers that giving such a priority is not fair to local parents who choose not to send their children to nursery and such arrangements would be vulnerable to an objection to the Schools Adjudicator - if very few or no places are available to other parents once those with siblings attending the nursery have been admitted to reception.
- Appendix 5 – Sixth Form admission arrangements: minor technical alternations to some of the entry requirements and pathways set by sixth form providers who manage their own sixth form admissions. There are also some minor textual changes in view of the statutory changes to GCSE gradings (previously lettered, now numerical). All changes made at Appendix 5 are compliant with the Code.
- Appendix 6 – In-year fair access protocol (IYFAP) - a) that the required number of primary heads needed to sit on the Primary IYFAP panel shall be no less than 3, and b) that all year 6 in-year applications will be offered through the Primary IYFAP once the October school census of the same year has taken place (first Thursday of October). More detailed information on the changes to Appendix 6 is set out at paras 6.19 and 6.20 below.

5.

- 5.1. While there are other ways admission arrangements can influence the allocation of school places set out in the Code (e.g. designated catchment areas or identified feeder schools) no alternative criteria were being considered at the time of the consultation. Responses to the consultation which proposed a significant change to the proposed admission arrangements outside the current format consulted on will not result in any alterations at this time, as proper consideration must be given to all material facts and the potential impact on any protected groups must be fully explored before any change can occur. Further comment is made on this in para 6.12 below.

6. Background information

- 6.1. Ensuring there is a transparent and objective school admissions process is a statutory and integral part of the Council's work. Oversubscription criteria must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. Admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies do not discourage parents from applying for a place for their child.
- 6.2. The Council is the admission authority for community and VC schools within the borough and so is responsible for determining the admission arrangements for these schools.
- 6.3. Academies, foundation schools and voluntary aided schools are their own admission authority; they must consult on and then determine their own admission arrangements by 28 February 2017. The Council has a statutory duty to monitor the arrangements determined by own admission authority schools to ensure compliance with the Code. This report does **not** deal with admission arrangements for any Academies, foundation schools or voluntary aided schools. These arrangements are determined by the individual admission authority despite the duty on the LA to publish the admission arrangements for all maintained schools in Haringey on the Council's website.
- 6.4. All schools must have admission arrangements that clearly set out how children will be admitted, including the oversubscription criteria that will be applied if there are more applications than there are places at the school.

Consultation

- 6.5. On 18 October 2016 Cabinet agreed that statutory consultation should be carried out between 27 October 2016 and 8 December 2016 on the proposed admission arrangements for the academic year 2018/19.
- 6.6. The consultation period allows parents, other schools, religious authorities and the local community to raise any concerns about proposed admission arrangements
- 6.7. To ensure as wide a consultation as possible we provided details of the proposed admission arrangements in the following ways:
 - through Haringey's Schools Bulletin which is distributed to the head teacher and chair of governors of every school in the borough;
 - to all children's centres in the borough;
 - to all registered nurseries and child minders and any other early years providers;
 - on the Council's admissions Webpage;
 - to all councillors;
 - to both MPs with constituencies in Haringey;
 - to the diocesan authorities;

- other groups, bodies, parents and carers as appropriate.

Responses to the consultation

- 6.8. Four representations evidenced in Appendix 8 were received in total, all advocating a change to the oversubscription criteria that is applied if the local authority receives more applications than there are places available for admission to Haringey's community and VC schools.
- 6.9. The four representations all focused on introducing an additional oversubscription criterion that gives priority to children of teaching staff employed at the school.
- 6.10. The Council is aware that some academies and voluntary aided schools within Haringey as well as schools in neighbouring boroughs already give priority to children of staff within their admission arrangements to aid in the retention and recruitment of staff.
- 6.11. Both Enfield and Hackney Councils currently give priority to children of teaching staff in their community schools where the member of teaching staff has been employed at the school for two or more years at the time at which the application for admission to the school is made. Barnet Council is currently proposing a similar change to their oversubscription criteria for community schools for 2018/19 and as well as meeting the requirement to have been employed at the school for two or more years at the time at which the application for admission to the school is made, has proposed that priority is only given where the teacher is still in employment when their child starts at the school.
- 6.12. The Council recognises that in common with many schools in London, some Haringey community schools may be experiencing challenges in recruiting and retaining teaching staff. In response to the 3 written representations received and the fourth verbal representation from a Haringey Secondary community school made to Education Services outside of the consultation process, we are proposing to make contact with **all** Haringey community and VC schools to explore whether introducing an additional oversubscription criterion will help to tackle this issue. This will constitute an informal consultation in early 2017 to gather wider views regarding priority given to staff children.
- 6.13. Any addition to the oversubscription criterion in respect of staff children would be subject to a statutory consultation from 1 October 2017 to gather views from all stakeholders and, if determined, will be implemented for the 2019/20 admission arrangements and not for the 2018/19 arrangements before you now for determination. An equalities impact assessment (EqIA) will also be included to assess whether an addition to the oversubscription criteria will have any impact on protected groups.

In-year admission scheme

- 6.14. From September 2013 the requirement for local authorities to centrally co-ordinate in-year admissions was removed. In Haringey, following consultation, the Council retained central co-ordination of in-year admissions to keep the application process simple for parents and to ensure that in the event a school of preference could not be offered, an alternative place could be offered without delay. The in-year scheme at Appendix 4 for the admission arrangements for 2018/19 was consulted on between 27 October and 28 December 2016.
- 6.15. The scheme does not differ materially from those consulted on and determined for previous years. The oversubscription criteria set out at Appendix 2 and 3 for primary and secondary community and VC schools will be applied for in-year admissions.
- 6.16. The scheme includes a joint working protocol agreed with Harris Federation following their request to manage their own in-year admissions in 2014. The protocol continues to ensure that all applicants are offered a place quickly and that all mandatory requirements of the School Admissions Code in relation to in-year Admissions are fulfilled (Admissions Code 2014, paragraphs 2.21 and 2.22).
- 6.17. There were no representations received in respect of the scheme which continues to work well in ensuring that a place can be quickly offered to families who move into the area or wish to transfer their child to another school.

In-year fair access protocol (IYFAP)

- 6.18. We also consulted on our in-year fair access protocol (IYFAP). The protocol seeks to ensure vulnerable children without a school place are placed quickly and equitably across all maintained schools in Haringey. The Primary and Secondary IYFAP panels meet to ensure that – outside the normal admissions round - unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible.
- 6.19. Apart from a minor technical alteration to the number of Primary heads required to sit on the Primary IYFAP panel (no less than 3) there was only one change proposed to the protocol – that all year 6 in-year applications be allocated through Primary IYFAP once the October school census of the same year has taken place (first Thursday of October each year). The proposed change was discussed and agreed at a Primary Heads meeting in the 2016 summer term.
- 6.20. The Council is mindful of the additional support schools provide to year 6 pupils admitted following the October school census and the potential impact on their SATs results. The proposed change is therefore intended to ensure a fair and equitable distribution of year 6 pupils across all schools.
- 6.21. There were no representations received in respect of the protocol. The protocol continues to work well in supporting the swift entry of hard to place and vulnerable young people onto a school roll.

Academies

- 6.22. The governors of the following schools have set out they would like to follow the admission arrangements determined by the Local Authority:

Primary

- Noel Park (Academy)
- Trinity Primary (Academy)
- Brooke House Primary (Academy)

Secondary

- Heartlands High School (Academy)
- Woodside High School (Academy)

7. Contribution to strategic outcomes

- 7.1. Ensuring we have a transparent and objective school admissions process with oversubscription criteria that are reasonable, clear, objective and compliant with all relevant legislation, including equalities legislation, underpins Priority 1 in the Corporate Plan which seeks to enable every child to have the best start in life with access to high quality education.

8. Statutory Officers comments (Chief Finance Officer (including procurement), Assistant Director of Corporate Governance, Equalities)

Finance and Procurement

- 8.1. There are no direct financial implications as a result of this report.

Assistant Director of Corporate Governance

- 8.2. The Assistant Director of Corporate Governance has been consulted on the production of this report and comments as follows;
- 8.3. The current School Admissions Code (“the Code”) came into force on 19 December 2014 issued by the Department for Education under section 84 of the School Standards and Framework Act 1998. The Code is to be read alongside the School Admission Appeals Code, as well as the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 (“the Regulations”) as amended by the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) (Amendment) Regulations 2014 (“the Amendment Regulations”). The Regulations came into force on the 1st February 2012 and the Amendment Regulations came into force on the 19th December 2014. The Code and the Regulations and the Amendment Regulations apply to admission arrangements determined in 2014 and later years. In determining its admission arrangements for 2018/2019 the Council has a statutory duty as an admission authority to act in accordance with the Regulations and with the relevant provisions of the Code. It must also as a

result of its duty under section 149 of the Equality Act 2010 have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct which is prohibited by or under the Act, advance equality of opportunity, and foster good relations in relation to persons who share a relevant protected characteristic and persons who do not share it.

- 8.4. As part of determining its admission arrangements, the Council must set an admission number for each school's "relevant age group" i.e. the age group at which pupils are or will normally be admitted to the school.
- 8.5. Where changes are proposed to admission arrangements, the Code requires the admission authority to consult for a minimum of 6 weeks . between 1st October and 31st January on their admission arrangements that will apply for the following academic year. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period.
- 8.6. In relation to consultation the authority must consult with parents of children between the ages of two and eighteen; other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions; all other admission authorities within the relevant area; whichever of the governing body and the local authority who are not the admission authority; any adjoining neighbouring local authorities where the admission authority is the local authority and in the case of faith schools, the body or person representing the religion or religious denomination. The authority must also for the duration of the consultation publish a copy of the full proposed admission arrangements (including the proposed PAN) on its website together with details to whom comments should be sent and the areas on which comments are not sought.
- 8.7. It is the responsibility of the authority to ensure that admission arrangements are compliant with the Code. Arrangements mean overall procedures, practices, criteria and supplementary information to be used in deciding on the allocation of school places. In drawing up the admission arrangements, the authority must ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective and comply with the relevant legislation including equalities legislation. The Cabinet Member's attention is drawn to the Equality and Community Cohesion Comments at paragraphs 8.10 to 8.13 of the report. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated. It is for the authority to decide which criteria would be the most suitable according to local circumstances. The proposed admission criteria for 2018- 2019 for Nursery, Reception and Juniors, Secondary Transfer and Sixth Form can be found at Appendices 1, 2, 3 and 5 to this report respectively.
- 8.8. The Code requires that the Council must have a Fair Access Protocol, agreed with the majority of schools in its area to ensure that – outside the normal admissions round- unplaced children, especially the most vulnerable,

are offered a place at a suitable school as quickly as possible. The Cabinet Member will see the Proposed Fair Access Protocol at Appendix 6.

- 8.9. The proposed admission arrangements and the consultation undertaken on them would appear to be in compliance with the Code and the Regulations.

Equality

- 8.10. The Council has a public sector equality duty under the Equality Act 2010 to have due regard to the need to :

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act ;
- Advance equality of opportunity between people who share a “relevant protected characteristic” and people who do not share it;
- Foster good relations between people who share a “relevant protected characteristic” and people who do not share it.

A “relevant protected characteristic” is age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation.

- 8.11. An Equalities Impact Assessment (EqIA) was previously undertaken and the admission arrangements for 2018/19 do not differ materially from the arrangements for previous years. We therefore consider that another full equality impact assessment is not necessary at this stage and we have continued to monitor and assess the impact of any changing trends – please see updated information in the EqIA at Appendix 7.
- 8.12. The admission arrangements set out in this report comply with the public sector equality duty and ensures that as an Admissions Authority, the Council’s arrangements do not directly or indirectly unfairly disadvantage a child or group that possess any of the relevant characteristics defined in sections 4 – 12 of the Equality Act 2010.
- 8.13. The publication of clear admission arrangements for all of our schools (a statutory requirement) ensures that admission to schools is a clear and transparent process and that parents and carers are able to select preferences for a school place with full knowledge of how admission to their local school(s) is determined.

9. Use of Appendices

- 9.1. **The following appendices support this report:**

- Appendix 1** Admission criteria for nursery 2018
- Appendix 2** Admission criteria for reception and junior admissions 2018
- Appendix 3** Admission criteria for secondary transfer 2018
- Appendix 4** In-year admission scheme 2018
- Appendix 5** Admission criteria for sixth form 2018
- Appendix 6** In-year Fair Access Protocol

Appendix 7 EqlA admission arrangements 2018

Appendix 8 Responses to the consultation

10. Local Government (Access to Information) Act 1985

10.1. This report contains no exempt information.

Background

1. The Schools Standards and Framework Act 1998.
2. The Education Act 2002.
3. The Education and Inspections Act 2006.
4. Education and Skills Act 2008.
5. The School Admissions Code (December 2014).
6. The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) (Amendment) Regulations 2014
7. The School Admissions (Infant Class Sizes) (England) Regulations 2012.
8. The School Admissions (Appeals Arrangements) (England) Regulations 2012.
9. The Education Act 2011.
10. The School Admissions Appeals Code (2012).
11. School roll projections sourced from the GLA
12. School roll information, including admission information from data held within Education Services

Starting Nursery in Haringey in September 2018

Admission Criteria for Nursery Classes in Community Primary Schools and St. Aidan's VC School

Children may have a part-time place in a nursery centre or a class attached to a school in the September following their third birthday. If there are more requests than part-time places available, the admission rules (over-subscription criteria) explained below will be used to decide which children will be admitted. There is no right of appeal against the decision to refuse admission of children to nurseries.

Parents/carers should note that admission to a nursery class in a school does not guarantee a place in the reception class at the same school. Parent/carers must complete their home authority School Admissions Application Form, which will be available on line, by 15 January in the academic year their child turns four.

Proposed Admission Criteria for part time places

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Children in Care/Looked After Children

Children who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2. Social/Medical

Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child.

3. Brother or Sister (sibling)

Children who will have a brother or sister attending the school (or its associated Infant or Junior school) at the time of admission. A sibling is a full brother or sister, a step/half brother or sister, a foster brother or sister or an adopted brother or sister living at the same address as the child for whom the application is being made.

4. Distance

Children whose home address is closest to the preferred school.

Distance will be measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

Tie breakers

The tie breaker to decide between two applications that cannot otherwise be separated is children whose home address is closest to the school measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

The tiebreak for two or more applications whose home address is exactly the same distance from the school (and who are not from multiple births) will be random allocation using a computerised system.

Multiple births

If only one place is available and the next child who qualifies for a place is one of multiple birth, the nursery centre or the school will go over their published admission number.

Notes

- (i) Home address is defined as the child's only or main residence

Admission Criteria for Reception and Junior Admissions 2018

Oversubscription criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Children in Care/Looked After Children

Children who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2. Social Medical

Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child.

3. Linked school

This rule applies only to junior school admissions. Applicants attending an infant school will be prioritised under this rule for admission to the linked junior school. The Linked infant and junior schools in Haringey normally share the same names (e.g. Rokesly Infant School is linked to Rokesly Junior School).

4. Brother or Sister (sibling)

Children with a brother or sister already attending the school (or the associated Infant or Junior school) and who will still be attending on the date of admission.

5. Distance

Children whose home address is closest to the preferred school.

Distance will be measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

Tie breakers

The tie breaker to decide between two applications that cannot otherwise be separated is children whose home address is closest to the school, measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

The tiebreak for two or more applications whose home address is exactly the same distance from the school (and who are not from multiple births) will be random allocation using a computerised system.

Multiple births

If only one place is available at the school and the next child who qualifies for a place is one of multiple birth, we will ask community schools to go over their published admission number.

Notes

- (i) Home address is defined as the child's only or main residence.
- (ii) A sibling is a full brother or sister, a step/half brother or sister, a foster brother or sister or an adopted brother or sister living at the same address as the child for whom the application is being made. The sibling criterion also applies to children with siblings attending the linked infant or junior school. The sibling criterion applies to children with a sibling attending the main school and not the nursery.
- (iii) Haringey measures distance in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system. Measurements by alternative systems or to other points will not be taken into account in any circumstances. Where applicants have identical distance measurements, priority amongst them will be determined at random using a computerised system.

Deferred entry - before compulsory school age

Children will normally be admitted to the reception year in the September following their fourth birthday. In line with the Admissions Code (2014), parents can defer their child's entry to the reception year until later in the school year, where they have been offered a place at a school to start before they are of compulsory school age. Where entry is deferred, the school will hold the place for that child and not offer it to another child. However, entry cannot be deferred beyond the point the child reaches compulsory school age nor beyond the beginning of the final term of the Reception Year. Parents can also request that their child attends part-time until he/she reaches compulsory school age.

Summer born – Children educated outside their chronological age group

Paragraph 2.17 of the School Admissions Code (2014) states that 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 Council, as the admission authority for Haringey community and voluntary controlled (VC) schools will make a decision regarding summer born requests on the basis of the circumstances of the case and in the best interests of the child concerned. This will include taking account of the child's individual needs and abilities and to consider whether these can best be met in Reception or Year one. It will also involve taking account of -

- the parents' 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

- whether they may naturally have fallen into a lower age group if it were not for being born prematurely, and
- the potential impact on the child of being admitted to year one without first having completed the reception year.

The views of the head teacher will be an important part of this consideration.

Parents should write to the Council giving reasons for their request. This should be accompanied by an application for the child's actual year group. The application will be processed and a school place will be secured in the child's actual year group. This place can later be withdrawn if the request for delayed admission is approved. Parents who are granted their request must then make a fresh application on paper which will be considered in accordance with the school's oversubscription criteria in the event of oversubscription. The decision will be reviewed once the child has started school at intervals agreed by the family and the school.

Consideration to these requests will be taken by a panel of Haringey officers in the summer term of the year in which the child will be admitted to his or her correct age group. The panel will meet following the primary National Offer Day on 16 April (or the next working day). If the parents would like to make an application for an own admission authority school, they will need approach the relevant school with their request.

Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

Published Admission Number

The admission numbers for Haringey community primary (and St Aidan's VC primary) schools for the 2018/19 school year will be as follows:

School	Admission number	School	Admission number
Alexandra	60	Mulberry	90
Belmont Infants	56	Muswell Hill	60
Bounds Green	60	Rhodes Avenue	90
Bruce Grove	60	Risley Avenue	90
Campsbourne	60	Rokesly Infant	90
Coldfall	90	St Aidan's VC	30
Coleridge	120	Seven Sisters	60
Crowland	60	South Haringay Infant	60
Devonshire Hill	60	Stamford Hill	30
Earlham	60	Stroud Green	60
Earlsmead	60	Tetherdown	60
Ferry Lane	30	Tiverton	60
Highgate	60	Welbourne	90
Lancasterian	60	West Green	30
Lea Valley	60	Weston Park	30
Lordship Lane	90	The Willow	60

The governing bodies at the following schools have asked Haringey to set and apply their admission arrangements on their behalf

School	Admission number
Brook House Primary	60
Harris Primary Academy Philip Lane	60
Noel Park Primary	60
Trinity Primary	60

Admission Criteria for Secondary Transfer 2018

Oversubscription criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Children in Care/Looked After Children

Children who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2. Social Medical

Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child.

3. Brother or Sister (sibling)

Children with a brother or sister already attending the school and who will still be attending in years 7-11 on the date of admission.

4. Distance

Children whose home address is closest to the preferred school.

Distance will be measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

Tie breakers

The tie breaker to decide between two applications that cannot otherwise be separated is children whose home address is closest to the school measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

The tiebreak for two or more applications whose home address is exactly the same distance from the school (and who are not from multiple births) will be random allocation using a computerised system.

Multiple births

If only one place is available and the next child to be offered is from a multiple birth, we will ask community schools to go over their published admission number.

Notes

- (i) Home address is defined as the child's only or main residence.
- (ii) A sibling is a full brother or sister, a step/half brother or sister, a foster brother or sister or an adopted brother or sister living at the same address as the child for whom the application is being made.
- (iii) Haringey measures distance in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system. Measurements by alternative systems or to other points will not be taken into account in any circumstances. Where applicants have identical distance measurements, priority amongst them will be determined at random using a computerised system.

Admission Criteria to Hornsey School for Girls for 2018

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Children in Care/Looked After Children

Girls who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2. Social Medical

Girls who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child.

3. Siblings

Girls with a sister already attending the school and who will still be attending in years 7-11 on the date of admission. A sibling is a full sister, a step sister, a foster sister or an adopted sister living at the same address as the girl for whom the application is being made.

4. Distance

Girls whose home address is closest to the school.

Distance will be measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

Tie breaks

The tie-breaker to decide between two applications that cannot be separated otherwise for all criteria is children whose home address is closest to the school measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

The tiebreak for two or more applications that live exactly the same distance from the school (and who are not from multiple births) will be random allocation using a computerised system.

Multiple births

If only one place is available and the next girl to be offered is from a multiple birth, we will ask the school to go over their published admission number.

Published Admission Number

The published admission numbers for Haringey community secondary schools for the 2018/19 school year will be as follows:

School	Admission number
Gladesmore Community School	243
Highgate Wood	243
Hornsey School for Girls	162
Northumberland Park Community School	210
Park View	216

In-Year Admissions Scheme 2018/19

OVERSUBSCRIPTION CRITERIA

Primary, Infant and Junior community and voluntary controlled (VC) schools

The criteria set out in Appendix 2 will be applied.

Secondary community schools

The criteria set out in Appendix 3 will be applied.

APPLICATIONS

1. Applications from Haringey and non-Haringey residents for schools in Haringey must be made directly to the Haringey School Admission Service.
2. The In-Year Application e-form is available from the Haringey Council website. Paper applications are available on request from the Haringey School Admission Service.
3. Haringey residents applying for places at maintained schools and academies **outside** Haringey will need to apply directly to the LA (local authority) in whose area the school is situated.
4. The admission authorities within Haringey will not use supplementary forms except where the information available through the School Admissions Application is insufficient for consideration of the application against their published oversubscription criteria.
5. Where supplementary forms are used, they will be available from the school concerned. Haringey's admission booklets and website will indicate which schools require supplementary forms to be completed.
6. Where an admission authority in Haringey receives a supplementary form, it will not consider it to be a valid application until such time as the parent/carer has listed the school on their home LA's School Admissions Application.
7. Where only the School Admissions Application Form is received, schools **MUST** rank the application according to the information available to them.
8. Applicants will be able to express a preference for a maximum of six schools within Haringey.
9. The order of preference given on the In-Year School Admissions e-form will not be shared with any school.
10. The Haringey School Admission Service will carry out address verification checks for each application made to a maintained school or academy in Haringey. Where Haringey is not satisfied as to the validity of an address of an applicant it will advise the admission authority schools.

11. Haringey will check the status of any applicant who is a looked after child or was previously looked after but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order.

PROCESSING

12. Parents/carers applying for schools in Haringey must complete the Haringey In-Year e-form.
13. Where an application is not fully completed, Haringey will not treat the application as valid until all information is received.
14. In the event that a Haringey resident applies to a non-Haringey school, Haringey will write or email the parent/carer advising them to apply directly to the LA in whose area the school is situated.
15. If a pupil is currently on roll at a school in Haringey or a school in a neighbouring borough, the Admissions Service will advise the parent/carer to discuss the transfer with the current school.

OFFERS

16. If a school has a vacancy, it is expected that an offer of a place will be made to the child entitled to that place in accordance with the published oversubscription criteria. The Local Authority will offer places at community and Voluntary Controlled (VC) schools and will also make offers on behalf of own admission authority schools should they so wish.
17. Haringey will write to parents who have not been offered a place at any of their preferred schools giving reasons and informing them of their right of appeal to an independent panel in accordance with the School Standards and Framework Act 1998.
18. Haringey will notify the Home LA of the outcome of applications for their residents.
19. When a child has been offered a place at a higher preference school, the lower ranking preferences will be withdrawn.
20. When a child has been offered a place at a lower preference school, the higher preferences will also be withdrawn unless the parent indicates otherwise. Only where a parent/carer has expressly set out that they wish to be put on the waiting list of those schools which are a higher preference will this be done.
21. Where a home applicant who is out of school cannot be offered a place at one of their named preferences, Haringey will offer the nearest community (or own admitting authority if the governors have agreed to this) school to the home address with an available place.
22. Where it is known that a non-Haringey resident is out of school and cannot be offered a place at one of their named preferences, Haringey will notify the home LA who will be responsible for identifying a school place for the child.

POST OFFER

23. Parent/carers will be expected to accept or decline the offer of a place as soon as possible. Parents must be given a reasonable amount of time to consider the offer (at least 10 school days).

24. Where a parent does not respond within this timeframe Haringey will make every reasonable effort to contact the parent to find out whether or not they wish to accept the place. Where the parent fails to respond the offer of a place will be withdrawn.
25. Haringey will notify the home LA of any appeals that are upheld for Haringey schools.
26. Children will remain on the waiting list until the end of the academic year in which the application was made and Haringey will write to all parent/carers asking them to complete a new application form if they wish to stay on the waiting list(s) beyond this timeframe.

HARINGEY SCHOOLS

27. The Haringey School Admission Service will require a list of every child on roll in every year group in all the relevant Haringey schools.
28. Schools will be required to provide a weekly roll update so that it is clear on a week by week basis where there are vacancies across all schools and year groups.
29. When a child leaves a Haringey school, the name of the child and the child's future educational provision must be communicated to the Haringey School Admissions Service.

TRANSFERRING BETWEEN SCHOOLS

30. Parent/carers wishing to move their children between local schools will be encouraged to discuss their reasons with their current school.
31. Parent/carers need to be aware of and consider the potential impact that any move might have on the education and wellbeing of their child(ren).
32. Parent/carers moving address will also be advised to think carefully before requesting to move their child(ren) to another school.
33. Where a parent/carer insists on a transfer, it would not be lawful for an admission authority to refuse a place if a vacancy exists.

FRAUDULENT APPLICATIONS

34. An offer on the grounds of proximity is conditional on the child being solely or mainly resident at the address provided at the time of application. A business address, a childminder's address, or any other address other than the child's home will not be accepted. Proof of address will be sought and may be subject to further investigation.
35. Haringey Council will make every effort to prevent fraudulent applications in line with the Haringey address of convenience protocol published on the LA website. Haringey will carry out random checks on a number of applications and reserve the right to carry out home visits to the address provided on the application form.
36. A school place obtained using a false address will be withdrawn and given to the child who was entitled to that place.

HARINGEY COUNCIL AND HARRIS FEDERATION

Admissions Booklet

37. Haringey Council will set out in the relevant Admissions Booklet how in-year applications can be made and will be dealt with. It will set out that if applicants wish to apply to a Harris school they should complete a separate application form (a copy of which will be available from both the school and the local authority).

In-year applications

38. If an applicant lists a Harris school on the local authority's form, this information will be sent to the school securely upon receipt.

39. The Harris school will notify all applicants of the outcome of their application. If an offer cannot be made, the school will inform the applicant of the reasons why and provide the right of appeal.

Providing information to the Local Authority

40. Each Harris school will notify the Haringey School Admission Service of the pupils they have admitted and the details of any applicants who have been refused a place and why. A copy of any refusal letter will be provided to the LA.

41. Each Harris school will notify the Haringey School Admissions Service of the number of pupils on roll in each year group. Information will be provided on a weekly basis via the authority's 'Weekly Return Form'.

At the time of writing the Harris schools in Haringey are -

Harris Academy Tottenham
Harris Primary Academy Coleraine Park
Harris Primary Academy Philip Lane

Admission Criteria for Sixth Form 2018

Alexandra Park School

Minimum number of students to be admitted from outside the school = 80

AS/A levels

The minimum entry requirement is five grade 5s including English and Maths. Please see the website for further details and specific course requirements, most subjects require at least a grade 6. We also offer a range of BTEC courses.

Joining the sixth form for Year 13

Students wishing to join the Sixth Form after having completed their AS levels at another institution may be able to complete A2s in Year 13. To do so they must have secured satisfactory passes in their AS levels, and their course choice must be compatible with the school timetable.

Admission priorities

Where the number of eligible external applicants for a course of study exceeds the places available then admission will be determined in accordance with the following priority of admission criteria:

1. Students who have statements of Special Educational Needs or Education Health and Care Plan specifically naming the School.
2. Students who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22 (1) of the Children Act 1989).

3. Students who will have a sibling attending the school at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters, stepbrothers and stepsisters or adopted brothers and sisters. They must also be living at the same address as the applicant.
4. Students whose home address (i.e. their only or main residence) is closest to the school.

Distance will be measured in a straight line from the Ordnance Survey address point of the student's home to the Ordnance Surevey address point of the school, calculated using a computerised mapping system.

Hornsey Sixth Form College

All students are invited to attend an informal discussion about their subject choice; General entry requirements are:

A/S and A2 Level

A minimum of 5 GCSE passes at A*-C (or numerical equivalent) including English and Maths. Some subjects have specific entry requirements and for further study a grade B in that subject at GCSE may be required.

Level 3 Vocational/ BTEC

A minimum of 4 GCSE A*-C (or numerical equivalent). There is scope for these students to retake GCSE English and Maths if required in this pathway.

Progression to year 13

Students automatically progress from year 12 to year 13 if they have attained at least 3 D grades at AS levels. Students who do not achieve this will need to have a formal meeting with the Director of Learning and subject teachers to consider guidance for more appropriate courses if applicable. We are committed to ensuring the needs of our students to enable progression are in place for all pathways.

Admission priorities

Where the number of eligible external applicants for a course of study exceeds the places available then admission will be determined in accordance with the following priority of admission criteria:

1. Students who have a statement of Special Educational Needs or Educational Health and Care Plan specifically naming the School.
2. Students who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22 (1) of the Children Act 1989).

3. Students who will have a sibling attending the college at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters, stepbrothers and stepsisters and adopted brothers and sisters. They must also be living at the same address as the applicant.
4. Students whose home address (i.e. their only or main residence) is closest to the college

Distance will be measured in a straight line from the Ordnance Survey address point of the student's home to the Ordnance Survey address point of the college, calculated using a computerised mapping system.

Please note all courses are provisional and dependent on student numbers to run.

Highgate Wood School

Minimum number of students to be admitted from outside the school = 10

All students will be invited to an informal discussion about their subject choice. The general entry requirements are as follows:

AS and A2 Level

At least five GCSE passes at A* - C, with specific requirements for particular subjects based upon the national statistical guidance for successful outcomes. We consider ourselves to be an open access Sixth Form and so the criteria are matched to what is required to ensure positive outcomes. Full details for different subjects are available on the website.

Joining the sixth form for Year 13

Students wishing to join the Sixth Form after having completed their AS levels at another institution may be able to complete A2s in Year 13. To do so they must have secured satisfactory passes in their AS levels, and their course choice must be compatible with the school timetable.

Level 3 BTEC

At least five GCSE passes at A* - D with at least three of these at C or better including in the relevant subject(s). These courses are equivalent to 2 A levels and are in Business Studies. Students are expected to take one AS level alongside.

GCSE Maths & English

Applicants require a high D to be admitted to these courses. It is not expected that a student will need to follow both courses.

Admission priorities

Where the number of eligible external applicants for a course of study exceeds the places available then admission will be determined in accordance with the following priority of admission criteria:

1. Students who have a statement of Special Educational Needs or Education Health and Care Plan specifically naming the school.
2. Students who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22 (1) of the Children Act 1989).

3. Students who will have a sibling attending the school at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters, stepbrothers and stepsisters or adopted brothers and sisters. They must also be living at the same address as the applicant.
4. Students whose home address (i.e. their only or main residence) is closest to the school.

Distance will be measured in a straight line from the Ordnance Survey address point of the student's home to the Ordnance Survey address point of the school , calculated using a computerised mapping system.

The Haringey Sixth Form College

Haringey Sixth Form College is now a 16-19 Academy and as such it has an Admissions Policy which has been directly agreed with the Department for Education (DfE)

Different types of courses have different entry requirements. The College will provide courses at Entry to Level 3 and will be fully inclusive. The total number of students to be admitted in September 2017 = 550

To study AS/A levels

Students must have a minimum of 5 GCSEs at grades A*-C which must include English and/or Maths. The number of AS levels that are studied will be determined by the number of GCSE passes at grade C or above and the grades achieved. Some subjects have particular entry requirements such as a grade B or higher in English and/or Maths or in the subject to be studied.

Level 3 Vocational programmes

BTEC Level 3 students will need to have 4 or more GCSEs at Grade A*- C or an equivalent Level 2 qualification such as a BTEC First at merit or distinction. GCSE English and Maths at grade D or above is also required. However, some vocational programmes may require a Grade C or above in English and/or Maths.

Level 2 programmes

BTEC/UAL Level 2 students will usually need to have 3 or more GCSE passes at Grade D or above or a Level 1 qualification in a relevant subject. However, experience, ability and interest in the chosen vocational area will also be taken into account.

Level 2 GCSE Pathway Programmes

GCSE Pathway programmes in Science and Social Science students will need to have 4 GCSEs A*-C including C in English and/or Maths

Level 1 programmes

BTEC Introductory Diploma, students will need to have GCSEs at Grade D-G or an equivalent qualification and have an interest in the chosen vocational area.

Entry or Pre –Entry level programmes

Students do not need any formal qualifications but do need a personal commitment to further study in the area.

GCSE English and Maths

Please note: In line with Government Policy from September 2013, all students who have not achieved a Grade C in GCSE Maths and/or English by the end of their Secondary Education, are required to continue studying these subjects Post 16 until they achieve this minimum grade. This is therefore a requirement for students applying to study at the Sixth Form College.

Students with a grade E or lower and students with Statements of Special Educational Needs or Education Health and Care Plans will be required to study these subjects at a level in line with their ability.

Priority rules

The closing date for applications will be the last day of the spring term. The Sixth Form College will normally be able to offer places to all applicants provided they meet the minimum entry requirements for the course applied for, and equal priority will be given to all applications received by this date. In the event that there are more applicants than places by this date, priority will be given in the following:

1. Young people who have statements of Special Educational Needs or Education Health and Care Plan

2. Students who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22 (1) of the Children Act 1989).

3. To students on roll in Year 11 at one of the following partner schools:

- Gladesmore Community School
- Northumberland Park Community School
- Park View School
- Woodside High School

All applications received after the last day of the spring term will then normally be considered purely on a 'first-come-first-served' basis.

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In-year Fair Access Protocol for Haringey Schools

Introduction

1. The School Admissions Code requires local authorities to have in place a fair access protocol which all local schools and Academies must adhere to.
2. Its aims are to:
 - acknowledge the real needs of vulnerable young people who are not on the roll of a school and to ensure that an appropriate placement is identified quickly and pupils are on roll within 15 days of the panel
 - seek to find an alternative placement or support for those on roll of a school where it can be demonstrated that they are at risk of permanent exclusion
 - fairly share the admission of vulnerable students across all schools and Academies (where the panel agree that another mainstream school place should be identified)
 - arrange such admissions openly through a process which has the confidence of all
 - record the progress and successes of the young people placed through this panel

This protocols reflects the LA's responsibility for safeguarding and promoting the welfare of children and young people as well as educational attainment

3. It is essential to the success of IYFAP that all Head teachers and governing bodies agree to the aims, principles and procedures and give their fullest support.
4. All schools recognise their collective responsibility for all pupils and accountability for some and will work collaboratively to manage pupils with challenging behaviour, involving multi-agency support, accessed where appropriate. All members will work together to secure commitment to the inclusion agenda and to reduce exclusions from schools.

Students within the scope of this scheme

5. The admission to school of the following students falls within the scope of this scheme:
 - children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;
 - children who have been out of education for two months or more;
 - children of Gypsies, Roma, Travellers, refugees and asylum seekers;
 - children who are homeless;

- children with unsupportive family backgrounds for whom a place has not been sought;
 - children who are carers;
 - children with special educational needs, disabilities or medical conditions (but without a statement or education, health and care plan);
 - those permanently excluded;
 - where children who are out of school where there is evidence that they were at risk of exclusion prior to leaving their last school;
 - children removed from school and unable to find a place after a number of fixed term exclusions;
 - pupils ready for reintegration from the Pupil Support Centre or secure units;
 - those who are at risk of permanent exclusion.
 - children in year 6 who are out of school following the October school census.
6. The Fair Access Panel will also administer the process for managed moves.
 7. Schools must inform the School Admissions Service of any pupil who they are going to refer for a managed move. Subject to paragraph 8, the receiving school will be agreed and recorded at the meeting and progress reports be taken to every panel until the pupil is on roll at the new school or it is determined that they should remain at their original school.
 8. Schools may refer a child at risk of permanent exclusion for the panel to consider a managed move. However, if it is agreed that a managed move is in the best interests of the young person, the placement must be agreed between the substantive and receiving school and the family. This may happen outside the panel meeting. In every case, the Admissions Service must be informed,
 9. There are dedicated arrangements for children with statements of Special Educational Needs (SEN) or Education, Health and Care plans and this protocol does not override those arrangements. However, it has been agreed that pupils who are placed through those arrangements will be noted by the IYFAP panel (see later section).

Composition and frequency of the panel

Secondary

10. A panel, consisting of a minimum of 3 secondary Head teachers (or their designated representative), will meet once a month (or as necessary) to ensure prompt and fair allocation of young people to schools. Heads will be notified of their designated meetings at the beginning of the academic year,
11. The Head of Education Services or another designated LA Officer will chair the panel.

12. In the event that the placement decision is not unanimous, the designated Head teachers will decide.
13. Where a young person is known to a particular service or agency, an officer with knowledge of that young person will be invited to the panel, or a short written statement may be submitted.
14. The membership of the panel can include as necessary, a representative of children's social care, educational psychology service, youth offending service, children missing education, children in care, the police and any other relevant professional supporting a case.

Primary

15. A panel, consisting of no less than three primary Head teachers (or their designated representative), will meet once a half term, (or as necessary) to ensure prompt and fair allocation of young people to schools.
16. The Head of Education Services or another designated LA Officer will chair the panel.
17. Where a young person is known to a particular service or agency, an officer with knowledge of that young person will be invited to the panel, or a short written statement may be submitted.

The decision-making process

18. Cases will be brought to the panel by the Haringey Admissions Service which will be the point of referral. The cases must be submitted under one of the categories given in paragraph 5 above and the child must be without a school place.
19. The Panel will be administered by the Haringey Admissions Service which will provide data for the current and previous school year (figures to be based on actual figures where IYFAP pupils have been admitted).
20. The following data will be provided at each panel:
 - The number of pupils on roll at each school in each year group
 - The number of vacancies at each school in each year group
 - The number of pupils that have been admitted to each school in each year group through the 'normal' in year admissions process since the last panel
 - The number of pupils that have been admitted to each school in each year group through the Fair Access admissions process since the last panel
 - The total number of pupils that have been admitted to each school in each year group through the Fair Access admissions process in the last academic year and the number of schools or Academies (if any) that have failed to admit

- Background/ pupil history/ information, where available and where consent has been confirmed
 - The number of students with statements of Special Educational Need allocated over number through the SEN procedures.
21. The placement panel for Children in care will continue to determine the most appropriate placement for each young person and their case will be presented for the panel to ratify. In order to ensure that CIC are admitted to school quickly, they will be placed before the panel and it will not be possible for these cases to be brought back to the panel for reconsideration.
22. When making the decision as to appropriate school placement for the child, the panel will take into account:
- preferences made and views of parents/carers and the view of the pupil (including religious affiliation)
 - the admissions criteria
 - the published admission number and number of forms, of entry so placements can be made proportional to the number of forms of entry
 - the number of students admitted through IYFAP in the previous and current academic year
 - the needs of the student, where this is known
 - any capacity/capability reasons why the school may not be able to respond to the needs of the student
 - the individual context of a school in relation to recently excluded students
 - whether the applicant has previously attended a Haringey school.
 - it will be the presumption that wherever possible pupils will return to a school if they have previously been on roll there.
23. In cases where a child does not return to their previous Haringey school, that school will have the value of one child debited from their comparative IYFAP statistics, to reflect the loss of that child from the school's roll.
- This debit will apply regardless of whether the child was originally admitted to that school via the IYFAP protocol.
 - In cases where the child was previously permanently excluded and is being re-integrated into mainstream school this debit will not apply.
 - In cases where the child previously attended more than one Haringey school the debit will be applied solely to the school which the child most recently attended.

Note

Where a school has admitted pupils above its admission number in error, these additional pupils will not count and cannot be off-set against IYFAP referrals.

24. Where an alternative educational placement is determined most suitable to meet the needs of a young person, this provision will be identified in principle by the Inclusion Service, following assessment, and ratified by the panel.
25. Decisions will be reached by consensus, whenever possible, with the chair mandated to take appropriate action where this has not proved possible.

Implementation of the decisions

26. Decisions regarding placement of students under the Fair Access protocol will be made by the panel, and will be final.
27. *Admission must take place within 15 school days of the school receiving notification of the decision.*
28. In exceptional circumstances, the allocated school may request that the panel reconsider their decision at the next meeting. This will only be possible where the school has prior knowledge of the specific young person which was not known to the panel at the time of decision, which makes the placement inappropriate. This request must be made in writing to the Chair within 5 school days of the school receiving notification of the decision. The formal offer letter will be sent on the 6th day.
29. The Department for Education recognises that admission of a young person through the Fair Access Panel could potentially take the school above the planned admission number for that year group.
30. It is recognised that there is usually little available information about the young people who are being admitted in-year to school. The Admissions Service will try to acquire as much educational information as practical to accompany in-year admissions to assist smooth integration to the school.

Risk assessments

31. Risk assessments will be undertaken as necessary by the referring body.

Relationship with appeals

32. Where young people are admitted to a school above the planned admission number in any year group under the protocol, this should not prejudice the provision of efficient education or the efficient use of resources of the school.
33. Appeal panels will be made aware of the conditions of the scheme, and that the admission of an additional student under this scheme is different from a school voluntarily exceeding its admission limit. Panels will also be made aware that any decision made to allow appeals will place further pressure on the school's resources.
34. A school placement made through IYFAP shall not remove a parent/carer's right to appeal for a school place elsewhere.

Monitoring the operation of the Protocol

35. The Admissions Service will undertake scheduled checks and monitor admission dates and pupil days.
36. The anonymised details of all decisions will be made available to the Director and Lead Member to demonstrate that the Protocol is being effective.
37. This will include any school or Academy that has not taken a pupil on roll within 15 days of the decision being notified.
38. Details of any school or Academy who has not taken a pupil on roll within 15 days of the decision will also be available at the next IYFAP meeting.
39. On the 16th day the Head of Education Services will contact in writing the Headteacher of any school or Academy that has failed to admit within the agreed timeframe to request an on roll date.
40. If the school or Academy fails to provide an on roll date, within agreed timescales, then the direction process will apply as set out in the School Admissions Code and in accordance to the Department for Education advice: "Fair Access Protocols: Principles and Process".
41. The protocol will be reviewed on an annual basis by the Local Authority, in conjunction with Head teachers/ principals, in order to assess its effectiveness in ensuring that unplaced children are being allocated places at schools/ academies or in alternative educational provision on an equitable basis.

Equality Impact Assessment – Appendix 7 to February 2017 Cabinet Member Signing Report

Name of Project	Admission Arrangements 2018/19	Cabinet Member signing date <i>If applicable</i>	08 February 2017
Service area responsible	Education Services		
Name of completing officer(s)	Carlo Kodsi Team Leader School Admissions Nick Shasha, School Place Planning Lead	Date EqIA created	September 2016
Approved by Director / Assistant Director	Rory Kennedy, Assistant Director, Schools and Learning	Date of approval	16/09/2016

The Equality Act 2010 places a ‘General Duty’ on all public bodies to have ‘due regard’ to the need to :

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act
- Advance equality of opportunity between those with relevant ‘protected characteristics’ and those without them
- Foster good relations between those with relevant ‘protected characteristics’ and those without them.

In addition the Council complies with the Marriage (same sex couples) Act 2013.

Haringey Council also has a ‘Specific Duty’ to publish information about people affected by our policies and practices.

All assessments must be published on the Haringey equalities web pages. All Cabinet papers **MUST** include a link to the web page where this assessment will be published.

This Equality Impact Assessment provides evidence for meeting the Council’s commitment to equality and the responsibilities outlined above, for more information about the Council’s commitment to equality; please visit the Council’s website.

Stage 1 – Names of those involved in preparing the EqIA	
1. Carlo Kodsi, Team Leader School Admissions	5.
2. Nick Shasha, School Place Planning Lead	6.
3. Ben Ritchie, Policy and Equalities Officer	7.
4.	8.

Stage 2 - Description of proposal including the relevance of the proposal to the general equality duties and protected groups. Also carry out your preliminary screening (Use the questions in the Step by Step Guide (The screening process) and document your reasoning for deciding whether or not a full EqIA is required. If a full EqIA is required move on to Stage 3.

This Equality Impact Assessment (EqIA) accompanies the Cabinet Member signing report – Determination of the Council’s Admission Arrangements for the academic year 2018/19.

In that report the Cabinet Member for Children and Families is asked to:

- determine the Council’s admission arrangements for the academic year 2018/19 as set out in Appendices 1- 5:
- Agree that the in-year fair access protocol (IYFAP) set out in Appendix 6 comes into force from 1 March 2017;
- Agree the determined admission arrangements for all maintained primary and secondary schools in the borough are published on the Council’s website by no later than 15 March 2017 with an explanation of the right of any person or body, under the School Admissions

(Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, to object to the Schools Adjudicator in specified circumstances¹.

The Local Authority has a duty to put in place admission arrangements that comply with the mandatory provisions set out in the School Admissions Code 2014. These consist of Admissions Criteria and a Coordinated scheme and aim to provide a clear admissions system and oversubscription criteria which are transparent to those parents applying for a school place.

The Council is the admissions authority for community and voluntary controlled (VC) schools within the borough and therefore is responsible for determining the admission arrangements for these schools. Academies, foundation schools and voluntary aided schools are their own admissions authority; they must consult on and then determine their own admissions arrangements. The Council has a statutory duty to monitor the arrangements determined by own admitting authority schools to ensure compliance with the School Admissions Code. The Council is the coordinating authority for all schools in the Borough (except independent fee paying schools) and will send out school place offer letters to all Haringey residents where a school place has been applied for in any given year.

The school admissions framework is intended to ensure that the school admissions system is fair to all children regardless of race, ethnicity, gender or ability.

“In drawing up their admission arrangements, admission authorities **must** ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated” page 7, para 14 - School Admissions Code 2014.

The Code provides admission authorities with some flexibility to determine and implement their own admission arrangements through local consultation, in order to meet circumstances in their area. However, the purpose of the framework is to aim to ensure that unlawful and unfair arrangements are not adopted and that the needs of all children are met.

As in all boroughs, some schools are more popular than others and inevitably some parents will not secure a place at their preferred school. However the Local Authority has ensured that the proposed Haringey Admission arrangements 2018- 2019 are compliant with all areas of the

¹ Paragraphs 19 – 24 of the Regulations

Admissions Code, are equitable and transparent and include measures to actively promote fairness.

Proposed Admission Criteria

The proposed admission criteria for 2018 vary slightly according to the type of provision (nursery², primary, secondary etc) they apply to – the criteria for all these settings can be viewed in appendix 1 through to appendix 3. However the main principles for Haringey community and VC schools are set out below:

Statement of Special Education Needs - Where a child has a statement of Special Educational Needs/Education and Health Care Plan (EHCP) which names the school, they will be admitted in accordance with section 324 of the Education Act 1996 and section 43 of the Children and Families Act 2014.

If the number of children without statements of educational needs/EHCP naming the school for whom applications are made is higher than the number of places available, the following rules are applied, in the order of priority to decide who will be offered a place:

1. **Looked After Children** – Children in the care of a local authority or were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.
2. **Social/ Medical** - Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications are supported by a written statement from a relevant independent professional and assessed at a SocMed panel.
3. ***Linked school** - This rule applies only to junior school admissions. Children attending an infant school will be prioritised under this rule for admission to the linked junior school.

² In the case of nurseries, the Authority is responsible for determining the admission arrangements but admission to nursery is administered directly by schools with nurseries and nursery centres.

4. **Siblings** - Children with a sibling already attending the school and who still be attending on the date of admission .This category includes foster brothers and sisters, half brothers and half-sisters, adopted brothers and sisters or stepbrothers and stepsisters. They must also be living at the same address as the child for whom the application is made.
5. **Distance** - Children whose home address is closest to the preferred school. Distance will be measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

Proposed Pan London Co-ordinated Scheme 2018/19

Haringey Council's co-ordinated scheme is developed in line with the Pan London recommendations and sets out the procedures that all schools for which Haringey is the admitting or co-ordinating authority agree to sign up to.

In-Year Fair Access Scheme

The 2018/19 arrangements also contain an In-Year Fair Access Scheme which acknowledges the need to deal with vulnerable young people who are not on the roll of a school, quickly and sympathetically. This scheme also fairly shares the burden of admitting vulnerable students across all schools and academies, taking account of their resources to support each student.

Relevant Legislation

According to the Equality Act 2010 an admission authority must not discriminate on the grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, or sexual orientation against a person in the arrangements and decisions it makes as to who is offered admission as a pupil. This Act contains limited exceptions to the prohibition of discrimination on grounds of religion or belief and sex. Schools designated by the Secretary of State as having a religious character (faith schools) or single sex schools are exempt as they are allowed to make a decision based on religious belief or sex respectively.

Admission authorities are also subject to the Public Sector Equality Duty and therefore must have due regard to the need to eliminate

discrimination, harassment, and victimisation, advance equality of opportunity and foster good relations in relation to persons who share a relevant protected characteristic and persons who do not share it

Stage 3 – Not relevant for this EQiA – Intentionally blank

Stage 4 – Scoping Exercise - Service data used in this Equality Impact Assessment

The School Admissions Code, states that personal information that does not directly relate to the application of the admissions criteria **cannot** be collected through the admissions process. These regulations are in place to ensure admissions decision are not made based on criteria other than the admissions criteria.

Given the above, it is not possible to complete a full analysis of equalities data relating to the proposed admission arrangements for entry into any academic year, including the year 2018/19.

Information below provides information on the current statutory school age population in Haringey schools.

Data Source (include link where published)	What does this data include?
<p><u>Figure 1 Age as of January 2016 (see appendices)</u></p>	<p>Figure 1 shows that there is no significant difference between age groups and the current trend is of year on year increasing cohorts coming through the key stage one year groups.</p>
<p><u>Figure 2 Gender as of January 2016 (see appendices)</u></p>	<p>Figure 2 shows that within the school population there is a not a significant difference between the sexes; the percentage difference in the primary sector is 1.6% with slightly more boys (Male: 50.8% vs Female 49.2%). In the secondary sector the percentage difference is more pronounced at 3.2% (Male: 51.6% vs Female 48.4%).</p>

<p><u>Figure 3 Disability as of January 2016 (see appendices)</u></p>	<p>The data indicates that Primary children in Haringey with a SEN statement or EHC plans are in line with the London average (both 1.7%) though at a slightly higher percentage than the England average (1.3%). The percentage of Secondary school children with statements or EHC plans is higher in Haringey (2.8%) than in England (1.7%) or London (2.0%).</p> <p>The proportion of Primary school children in Haringey with SEN support (12.6%) is marginally higher than across England (12.1%) and London (12.1%). At Secondary level there are large differences with 15.8% of Haringey children receiving SEN support compared to 11.0% across England and 11.7% across London.</p>
<p><u>Figure 4 Ethnic composition of Primary and Secondary pupils, Haringey and England as at January 2016 (see appendices)</u></p>	<p>The table shows that there are significant differences in the ethnic composition of both the primary and secondary cohorts at Haringey primary and secondary schools compared to England averages.</p> <p>The most significant differences are a far smaller proportion of White British pupils compared to England (19.9% and 18.8% in Haringey compared to 75% and 70.9% in England) and a far higher proportion of Any Other White background pupils (27.0% and 26.8% in Haringey compared to 6.3% and 4.8% in England). Haringey also has a far larger proportion of Black Caribbean and Black African pupils compared to the England average.</p> <p>Although Haringey’s proportion of Bangladeshi pupils is higher than the England average, the proportion of Pakistani and Indian pupils is lower than the England average. There is not any major variation of ethnic groups between Haringey’s primary and secondary school indicating the school population is indicative of the borough population.</p>

<p>Figure 5 – Religion or belief (see appendices)</p>	<p>Religion or belief is not covered by the PLASC school census which means that we don't have access to records for 2016. The best alternative proxy is the Haringey data derived from the England and Wales Census 2011 data on religion by age. Data on the appropriate age groups (0-4 and 5-7) has been combined to provide an approximation of the likely religious or belief profile of Reception aged children in Haringey.</p> <p>The notional number is based upon the known sample size of Reception aged pupils in Haringey (3,240) multiplied through the distribution of religion or belief from the 2011 Census. It is a synthetic estimate.</p> <p>The data suggests that 39.7% of Haringey's 0-70 population is Christian, 20.9% state no religion and a further 19.3% are Muslim.</p>
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Stage 5a – Considering the above information, what impact will this proposal have on the following groups in terms of impact on residents and service delivery: Positive and negative impacts identified will need to form part of your action plan.				
	Positive	Negative	Details	None – why?
Sex				<p>All primary and all but one of the secondary schools within the borough are co-educational.</p> <p>For all of these schools, the gender of the pupil is not a factor of the admission arrangements.</p>
Gender Reassignment				

Age	The policy applies equally to all children of statutory school age as defined by the Admissions Code 2014.			
Disability	<p>Section 324 of the Education Act 1996 and section 43 of the Children and Families Act 2014 requires the governing bodies of all maintained schools to admit a child with a statement of special educational needs/EHCP that names their school. These children are placed in the relevant school before all other places are allocated.</p> <p>Where a child with a disability or special educational need is to attend a Special School, allocation of places is through a specialist panel and are outside of the scope of these admission arrangements.</p>			

Race & Ethnicity	<p>The Local Authority has a duty to ensure the proposed arrangements do not unfairly disadvantage any child based on race</p> <p>Translated applications are available on request for those who do not have English as their first language and face to face workshops are held for parents of prospective applicants to support their application process.</p>	<p>In the proposed arrangements, children arriving into the borough after the application date, which will include migrants from other countries, will have their applications dealt with as a late application.</p> <p>However, this approach is seen as fair and necessary and is endorsed by the School Admissions Code.</p>		
Sexual Orientation	All schools included in the arrangements have to admit pupils regardless of sexual orientation			
Religion or Belief (or No Belief)				For community and VC schools, religion is not a factor of the admission arrangements.

				<p>The governing bodies of faith schools are the admitting authorities for these schools and the admissions criteria are therefore outside of these arrangements. Faith schools are allowed to set objective criteria relating to faith, in line with the mandatory provisions of the Schools Admission Code.</p>
<p>Pregnancy & Maternity</p>	<p>In addition to the criteria set out in Section 1, if only one place is available at the school and the next child who qualifies for a place is one of multiple birth, the Local Authority would ask community schools to go over their published admission number. This aspect of the criteria ensures that multiple birth families are not disadvantaged by the</p>			

	proposed arrangements.			
Marriage and Civil Partnership (note this only applies in relation to eliminating unlawful discrimination (limb 1))				

Stage 6 - Initial Impact analysis	Actions to mitigate, advance equality or fill gaps in information
	<p>Training - Staff in the Haringey School Admissions Service are provided with yearly refresher training in line with the Admission arrangements, which addresses any changes to either the criteria or co-ordinated scheme.</p> <p>Monitoring - The Head of Education Services will be responsible for monitoring. The admissions return to the Department for Education (DfE) is an annual report which sets out information on the effectiveness of the admission arrangements e.g. number applicants who received one of their preferences for a school place. The annual report to the Office of Schools' Adjudicators (OSA) monitors the fairness of the admission arrangements. This information will be reported to the DfE and the OSA annually.</p> <p>Two main mechanisms will be used by the DfE to provide feedback on how effective the measures in the revised Codes and regulations have been and to inform future policy development. In producing his annual report for the Secretary of State, the Schools Adjudicator will take account of the reports he will receive from each local authority on the legality, fairness and effectiveness of local admission arrangements.</p> <p>Appeal arrangements - Admission arrangements are subject to an appeal process that gives parents the right to appeal for a place at a school where they have been refused that place. The process is also used to hold admissions authorities to account and ensure that the arrangements are applied. A panel that is</p>

	<p>independent of the local authority determines the appeal.</p> <p>Support services for application - Access to face to face contact with council officers for parents across the borough to support the application process</p>
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Stage 7 - Consultation and follow up data from actions set above	
Data Source (include link where published)	What does this data include?
<p>Four representations were received in total, all advocating a change to the oversubscription criteria that is applied if the local authority receives more applications than there are places available for admission to Haringey’s community and VC schools -</p> <ul style="list-style-type: none"> • Letter from Evelyn Davies, head teacher of Coldfall Primary • 2 written responses from individuals • Phone call from Secondary community School 	<p>The three written representations and one verbal representation all focused on introducing an additional oversubscription criterion that gives priority to children of teaching staff employed at a school.</p> <p>The Council is aware that some academies and voluntary aided schools within Haringey as well as schools in neighbouring boroughs already give priority to children of staff within their admission arrangements to aid in the retention and recruitment of staff.</p> <p>The Council recognises that in common with many schools in London, some Haringey community schools may be experiencing challenges in recruiting and retaining teaching staff. In response to the representations received and a verbal representation from a Haringey Secondary community school made to Education Services outside of the consultation process, we are proposing to make contact with <u>all</u> Haringey community and VC schools to explore whether introducing an additional oversubscription criterion will help to tackle this issue. This will constitute an informal consultation in early 2017 to gather wider views regarding priority given to staff children.</p>

Stage 8 - Final impact analysis

The proposed admission arrangements for 2018/19 do not differ materially from the arrangements for previous years and we therefore do not consider that there are any new or specific Equalities issues to emerge from these general admissions arrangements. We continue to monitor and assess the impact of any changing trends – please see Stage 6 above.

Any addition to the oversubscription criterion in respect of staff children would be subject to a statutory consultation from 1 October 2017 to gather views from all stakeholders and, if determined, will be implemented for the 2019/20 admission arrangements and not for the 2018/19 arrangements. An equalities impact assessment (EqIA) will also be included to assess whether an addition to the oversubscription criteria will have any impact on protected groups.

Stage 9 - Equality Impact Assessment Review Log

Review approved by Director / Assistant Director

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Date of review

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Review approved by Director / Assistant Director

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Date of review

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Stage 10 – Publication

Ensure the completed EqIA is published in accordance with the Council’s policy.

Appendices (Data Tables)

Figure 1 Age as of January 2016

Year group	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Reception	3,210		3,210
Year 1	3,267		3,267
Year 2	3,157		3,157
Year 3	3,222		3,222
Year 4	3,184		3,184
Year 5	2,915		2,915
Year 6	2,951		2,951
Year 7		2,481	2,481
Year 8		2,417	2,417
Year 9		2,272	2,272
Year 10		2,267	2,267
Year 11		2,380	2,380
Grand Total	21,906	11,817	33,723

Source: Haringey Education Services 2016

Figure 2 Gender as of January 2016

	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Female	10,779	5,723	16,502	49.2%	48.4%	48.9%
Male	11,127	6,094	17,221	50.8%	51.6%	51.1%
Grand Total	21,906	11,327	33,233	100%	100.0%	100.0%

Source: Haringey Education Services 2016

Figure 3 Disability as of January 2016

	Pupils with statements or EHC plans			
	Primary Reception to Yr 6	Primary Reception to Yr 6 (%)	Secondary Yrs 7-11	Secondary Yrs 7-11 (%)
Haringey	399	1.7%	373	2.8%
London	12,454	1.7%	9,986	2.0%
England	60,446	1.3%	55,738	1.7%

Source: Haringey Education Services 2016 / National Schools Census 2016 (Table S5)

	Pupils with SEN support			
	Primary Reception to Yr 6	Primary Reception to Yr 6 (%)	Secondary Yrs 7-11	Secondary Yrs 7-11 (%)
Haringey	3,000	12.6%	2,074	15.8%
London	90,215	12.1%	57,649	11.7%
England	558,648	12.1%	350,693	11.0%

Source: Haringey Education Services 2016 / National Schools Census 2016 (Table S5)

Figure 4 - Ethnic composition of Primary and Secondary pupils, Haringey and England as at January 2016

	Haringey (%)		England (%)	
	Primary	Secondary	Primary	Secondary
Any other White background	27.0%	26.8%	6.3%	4.8%
White British	19.9%	18.8%	75.0%	70.9%
White Irish	1.1%	0.8%	0.3%	0.3%
Gypsy/Roma	0.4%	0.2%	0.4%	0.2%
Traveller of Irish heritage	0.2%	0.1%	0.1%	0.0%
Black Caribbean	7.8%	9.4%	1.1%	1.3%
Black African	16.4%	14.8%	3.8%	3.5%
White and Black Caribbean	3.2%	3.2%	1.5%	1.4%
White and Black African	1.4%	1.6%	0.8%	0.6%

Bangladeshi	2.6%	3.1%	1.7%	1.7%
Indian	0.9%	1.2%	2.8%	2.9%
Pakistani	0.8%	1.0%	4.3%	4.1%
White and Asian	2.2%	1.2%	1.3%	1.1%
Chinese	1.2%	0.6%	0.4%	0.4%
Any Other Black background	1.9%	1.9%	0.8%	0.7%
Any Other Asian Background	1.5%	1.0%	1.8%	1.7%
Any Other ethnic group	6.3%	7.0%	1.8%	1.6%
Any Other Mixed Background	4.2%	4.7%	2.1%	1.7%
Unclassified	0.9%	2.5%	0.7%	1.2%

Source: Haringey Education Services 2016 / National Schools Census SFR 20 (Tables 9a and 9b)

Figure 5 – Religion or belief

Religion or belief	<p>Religion or belief is not covered by the PLASC school census which means that we don't have access to records for 2016. The best alternative proxy is the Haringey data derived from the England and Wales Census 2011 data on religion by age. Data on the appropriate age groups (0-4 and 5-7) has been combined to provide an approximation of the likely religious or belief profile of Reception aged children in Haringey.</p> <p>The notional number is based upon the known sample size of Reception aged pupils in Haringey (3,210) multiplied through the</p>
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distribution of religion or belief from the 2011 Census. It is a synthetic estimate.		
	Percentage (%)	<i>Notional Number</i>
Christian	39.7%	1,274
No religion	20.9%	671
Religion not stated	12.3%	395
Muslim	19.3%	620
Jewish	5.6%	180
Hindu	1.0%	32
Buddhist	0.8%	26
Sikh	0.3%	10
Other religion	0.2%	6
Total	100%	3,240*

Source: ONS (2011 Census data for Haringey)

Note: * Totals may not add up due to rounding

Responses to the consultation

The consultation received 2 responses to the main survey online and 1 response via email. A verbal representation from a Haringey secondary community school was also made outside of the consultation process.

Note: No corrections have been made to the submissions.

Respondent 1 - online survey

Is there any consideration given to schools being able to include admission criteria for staff employed who wish to educate their child at the school they are employed at? This would support schools' recruitment and retention drive: I am aware that APS have this as one of their criteria. This would be a higher priority than locality /distance.

Respondent 2 – online survey

As a committed senior teacher who is increasingly finding it difficult to afford to bring up 2 children in this expensive capital city I feel that the local authority would be better able to retain personnel if it offered priority admission for the children of front line teaching staff. In these times of budgetary uncertainty it is very difficult for schools to offer financial inducements to teachers and this is a cheap but effective recruitment and retention policy. I would be delighted if my children were able to go to the excellent school in which I work. A school that I cannot afford to live close enough to in order to get into the catchment area. It is already standard in other London boroughs such as Enfield.

Respondent 3 – email

From: Jane Robertson [<mailto:j.robertson@coldfall.haringey.sch.uk>]

Sent: 28 November 2016 11:18

To: Kodsi Carlo

Subject: RE: Letter from Evelyn Davies - correct version

Dear Carlo

Further to our email, after discussions with the NLC, could we please alter our suggested amendment, omitting the 'senior' in line 3 and also omitting the second bullet point referring to middle or senior leadership. To clarify: this criteria will apply to all teaching staff.

I have redrafted Evelyn's letter accordingly.

Thanks

Jane

Jane Robertson
PA to Head Teacher

Coldfall Primary School

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Head Teacher : Mrs EB Davies

17 November 2016

Carlo Kodosi
Team Leader School Admissions
3rd Floor River Park House
225 High Road
London N22 8HQ

by email & internal post

Dear Carlo

Proposed admission arrangements for admission to school in the academic year 2018/9

Further to your letter of 9 November and my recent conversation with Eveleen Riordan, I would like to propose a change to the admissions criteria (to Coldfall Primary School) for the academic year 2018-2019 to aid recruitment and retention of staff. I have discussed this with the Head Teachers in our Network Learning Community and most are in agreement with this proposal.

I am suggesting that this new criterion comes fourth in the list of priority, therefore after children in care/looked after children, social or medical need and sibling priority but before distance from the school.

I propose the following:

A staff member is defined as a person who has a permanent contract of employment with the local authority at the time of application and qualifies in the following circumstances:

- the child for whom application is being made is living at the same address as the staff member and

The upper limit on the number of children of staff to be admitted in any one academic year is 5.

I look forward to your comments.

Yours sincerely

Evelyn Davies

Mrs EB Davies

Head Teacher

cc Laura Butterfield, Chair of Governors

Respondent 4 – telephone

Verbal representation made from a Haringey secondary school via telephone.
Representation focussed on introducing an additional oversubscription criterion that gives priority to children of teaching staff employed at the school.

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